

Administration halts
morning bagel sales.

page 4

The Shakerite

... referees wish
was that easy.

page 16



May 8, 2003 • Volume 73 • Issue 8 • Shaker Heights High School • 15911 Aldersyde Drive • Shaker Heights, Ohio 44120

All-Ohio runner dashes ahead

• Senior Terrell Thompson hopes to lead two relay teams to states

By DAVID O'CONNELL
STAFF REPORTER

Terrell Thompson was one hamstring muscle away from being an All-American during his first trip to the national high school track and field competition last year in North Carolina.

"I pulled my hamstring on the 4x400 relay and finished 13th overall," said Thompson, who ran the event with teammates Angelo Ajayi, Anthony James Little and Mike Bell.

Thompson, a four-year standout at Shaker, has been named All-LEL each of his first three seasons and also earned All-Ohio honors.

Varsity track coach Charles Richards said that Thompson's leadership is an extraordinary asset to the team. "Terrell is very disciplined and methodical with an outstanding work ethic. Terrell takes any complaint from the team and addresses it to me," Richards said.

When preparing for a track meet, Thompson prefers a



Thompson

silent, reserved atmosphere. "Before games, I don't talk to anyone; I keep myself focused and stretched out to be as flexible as possible," Thompson said.

Thompson's teammates say that his athletic abilities are admirable, but according to senior John Dukes, Thompson's attitude is equally influential. "Terrell is dedicated to what he does," Dukes said. "Terrell is one of those teammates you can go to for advice to come out on top."

Along with supporting his teammates, Thompson continually pushes himself to perform at his highest level.

"He has worked very hard on and off the track, all because he sets goals for himself,"

SEE THOMPSON, PAGE 15

THOMPSON TALLY

• Height: 5'8.5"

• Weight: 160 lbs.

• Honors: All-LEL, All-Ohio, 13th at Nationals (2002) All-LEL (2000 and 2001)

• Greatest Moment: winning the 4x400 relay at the state meet against Glenview and Middleton. Shaker came from behind in the middle of the race to win.

• Teammate Quote: "He has worked very hard on and off the track, all because he sets goals for himself, which keeps him motivated. Although he is blessed with the gift of speed, he is also very disciplined and knows that sports alone won't get him into a good college." -- Marco Brown ('02)

• Coach Quote: "Terrell is very disciplined and methodical with an outstanding work ethic." -- track coach Charles Richards



Council speeches take to the screen

By EMILY GRANNIS &
LAUREN WEISS
STAFF REPORTERS

If you taped it, they would come.

Or so student council candidates hoped.

Changes in campaign, voting and attendance policies had hopeful student council candidates in front of the cameras instead of the crowd this year as the new advisers, Spanish teacher Lorraine Freeman and French teacher Regina Wright, attempted to bring a more serious tone to the annual elections.



Wright

In previous years, students attended assemblies by grade. While the assemblies were designed to allow student council candidates to make meaningful speeches, they often dissolved into chaos. In the past, candidates threw

candy or joked during their speeches while the audience talked, mocked or did homework.

This year, however, students will view pre-taped speeches from each candidate at grade-specific assemblies May 6 in the large auditorium.

They will then vote during their lunch periods in the cafeteria.

Wright said that the changes were made after complaints by various teachers and administrators about the inability of students to hear the live speeches.

Election and fundraising chair Laurie O'Neill, a senior, liked the new voting idea.

"It's a good idea because sometimes ballots cause kids to vote multiple times. Now only people who care will vote," she said.

Sophomore candidate Jonathan Gertman said that he hoped this change

SEE ELECTION, PAGE 4



Astrid Matthews • THE SHAKERITE

SOPHOMORE LIAM BRETT-Eiger and junior Jess McAdam Sellers choose a song to play on Shaker radio.

By BECCA BONTHIUS
OPINION EDITOR

"You are listening to oval radio: the only radio station you can only hear around the oval."

As Shaker students park at school in the morning, Shaker Radio DJs are at work playing hit songs and talking to groggy kids calling from their cars.

"I listen pretty much daily-sometimes in the morning, but most of the time after school. For a student-run radio station at a high school, I consider it to be a pretty good quality," junior Charles Reynolds said.

"The amazing thing is how we can go from a joke of a club-and it was a joke-to actually starting broadcasting," said junior Caleb Boise, a student coordinator for Shaker Radio.

radio
SHAKER RADIO
91.9 FM
LIVE 7-8 a.m., lunch periods, 3-4 p.m.
MUSIC 24/7
REQUESTS 295.4361

As their senior project, 2001 graduates Sarah Hexter, Katie Wamsley, Greg Hurst and Jessica Blanton attempted to set up a radio web page and a station that broadcasted around the oval. The station was not completed.

"The seniors left without training anyone. There wasn't an antenna up, there wasn't any equipment, and we had to get money," said junior Sara Langhinrichs, who has been a member of the club for a year. When a bill restricting small Internet broadcasting was passed, the web site shut down.

"After that was passed, our focus shifted from Internet to radio," Boise said. The problem was that Shaker Radio only had equipment to make Internet broadcasts, and

SEE RADIO, PAGE 13

A day in special ed classes dispels myths

“

You have to constantly work to see what will work out in the classroom.

”

Lynne Shields
special ed teacher

By EMILY GRANNIS
STAFF REPORTER

Ask five students to define "special ed" and you'll get five answers: autism, ABCs, 123s and slow. Some students even go as far as to say retarded.

But just a little bit of education goes a long way toward dispelling these myths. If you walk into a room and see rows of desks, computers along one wall, shelves, maps and stu-

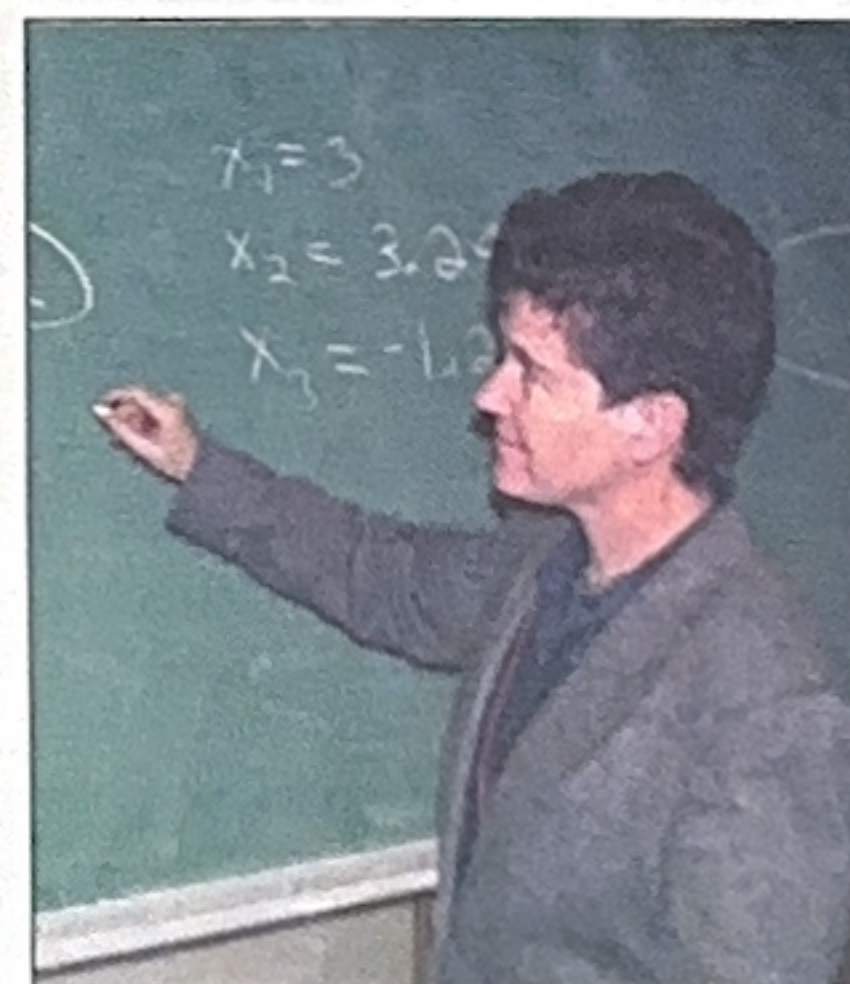
dents hunched over their desks working on math assignments, you might not even realize you're witnessing special education. I felt this when I entered Dr. Lynne Shields' classroom at the high school.

As chair of the learning disabled and special education department, Shields is respon-

sible for teaching the second, third, sixth-seventh and ninth period special education students. Her math and science classes have no more than 15 people. Shields said that approximately 85 percent of the students in special education classes have special learning disabilities while the other 15 percent have other difficulties, such as behavioral problems.

At the beginning of my

SEE SHIELDS, PAGE 3



Will Bostwick • THE SHAKERITE

LYNNE SHIELDS, chair of the learning disabled and special education department, teaches four math and science classes. In her first year at Shaker, Shields is impressed by the department's staff.

Are you in favor of the school levy?

On the Line

YES
71%

YES! FOR SHAKER SCHOOLS

or SCHOOLS

NO
29%

Do you want to live in greater Cleveland after you graduate?



Scientific polls of 106 and 97 students, respectively, with margins of error of +/-10 percent. Journalism II and Shakerite classes telephoned students in March and November.

Holidays of the weird

May

- 1 Mother Goose Day
- 2 Lumpy Rug Day
- 3 Hoagie Day
- 4 International Tuba Day
- 5 Cartoonist Day
- 6 No Diet Day
- 7 Roasted Leg of Lamb Day
- 8 No Socks Day
- 9 Butterscotch Brownie Day
- 10 Clean Up Your Room Day
- 11 Twilight Zone Day
- 12 Mother Ocean Day
- 13 Apple Pie Day
- 14 Astronomy Day
- 15 Straw Hat Day
- 16 Love a Tree Day
- 17 Pack Rat Day
- 18 Rooster Day
- 19 Do Dah Day
- 20 Flower Day
- 21 Waitress/Waiter Day
- 22 Buy-a-Musical-Instrument Day
- 23 Turtle Day
- 24 Escargot Day
- 25 Tap Dance Day
- 26 Blueberry Cheesecake Day
- 27 National Jazz Day
- 28 Whale Day
- 29 End Of The Middle Ages Day
- 30 My Bucket has a Hole in it Day
- 31 Macaroon Day

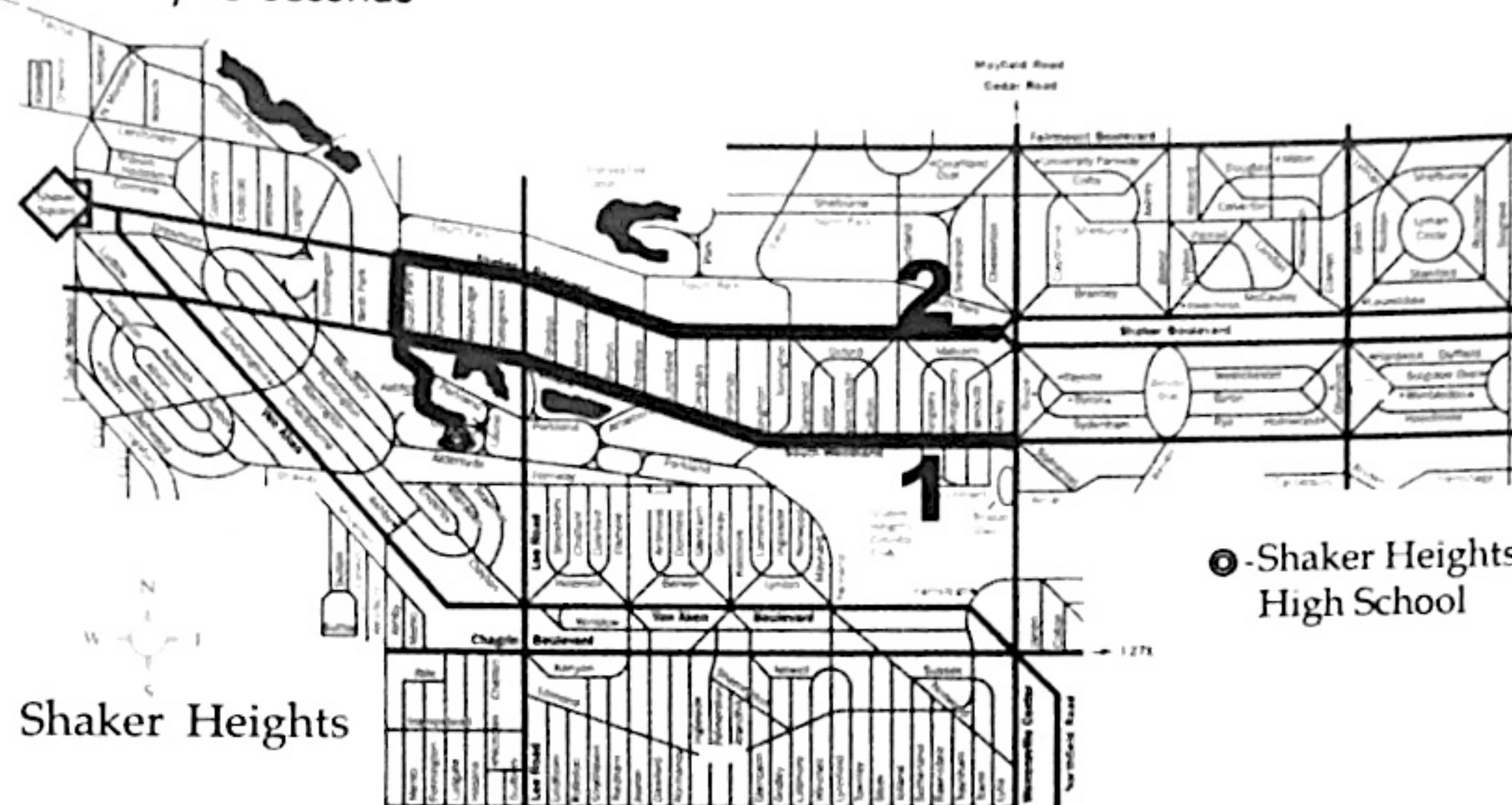
Courtesy of
www.kidscastle.si.edu

On your mark, get set . . . GO!

•GETTING TO SCHOOL

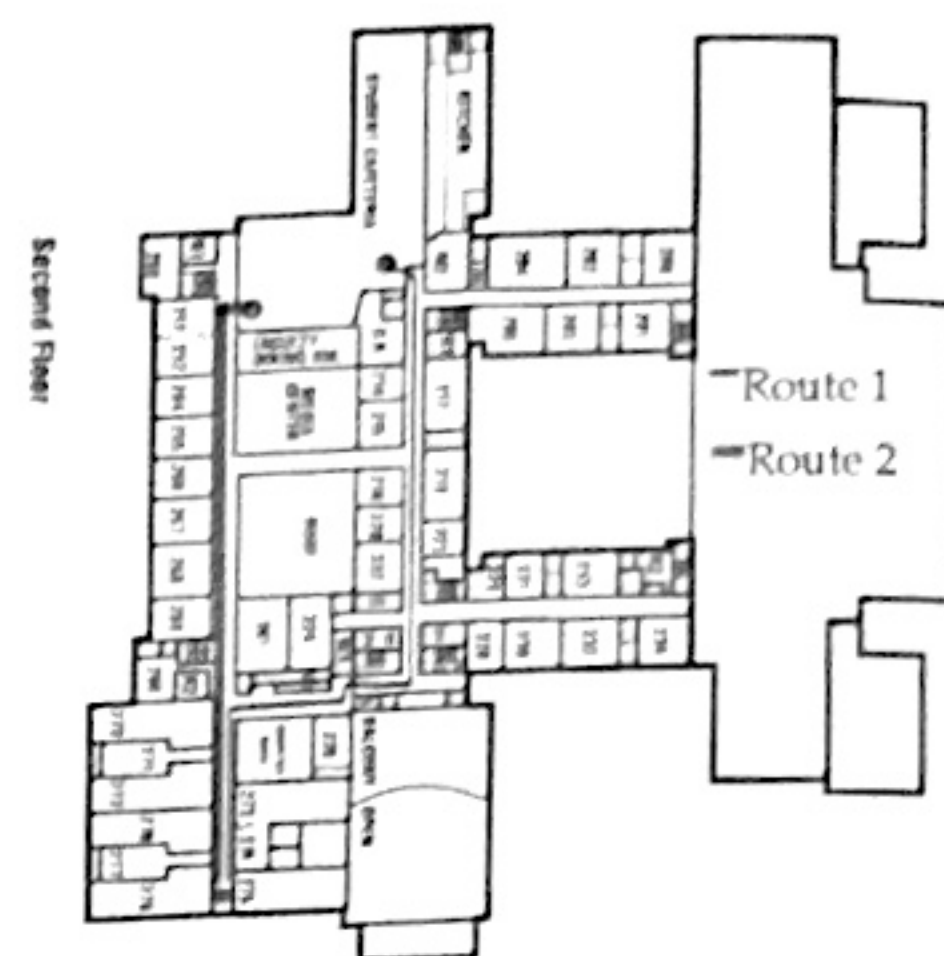
Route 1 - Starting from Warrensville Center Road, going down South Woodland Rd, going 35 mph
5 min, 35 seconds

Route 2 - Starting from Warrensville Center Road, going down Shaker Boulevard, going 35 mph
6 min, 13 seconds



Shaker Heights

Shaker Heights High School

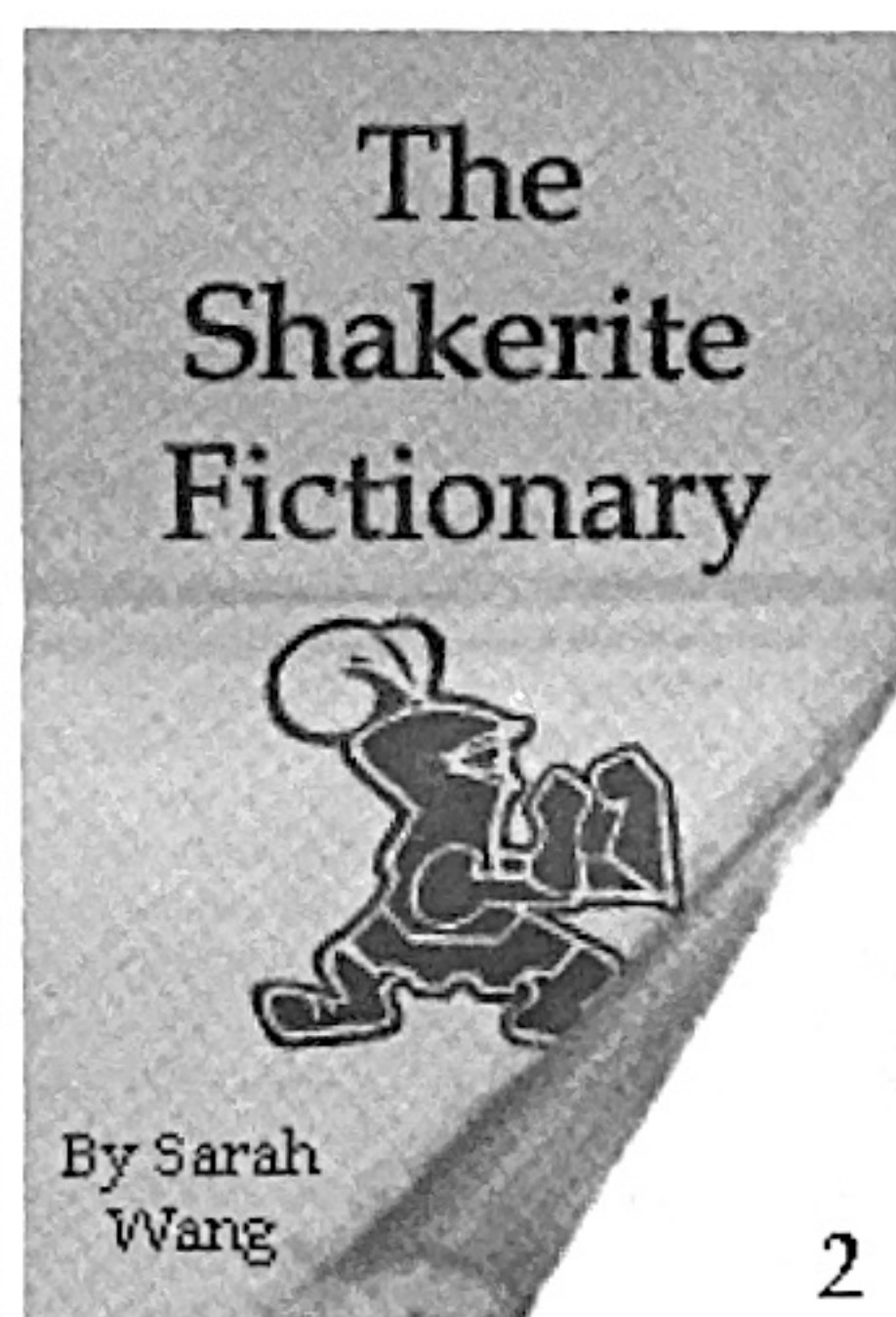


•AROUND SCHOOL - TO THE CAFETERIA

Route 1 - Starting from the science wing toward the main entrance 57 seconds

Route 2 - Starting from the science wing toward the back entrance 35 seconds

Compiled by Dave Chupek



•Made up words from around the school



Eric Kramer
sophomore
BOU•TROI, *adj.*
(boo'troh-s)
describes something not good or not fun.



Ally Gregg-Zellers
senior
FIELD•STONE, *n.*
(field'stone)
unwanted food stuck in one's teeth or around the mouth area.



Emily Rosenberg and Carrie Smith, sophomores

BAND•YAN•DER•YEN, *n.*
(ban'yan-der-en) the awning over the curved driveway of a mansion.



Betsy Hogg
freshman
FUPID, *adj.*
('foo-pid) funny and stupid at the same time.

CORRECTIONS

- In the March 27 issue of The Shakerite, Jeff Greenwald was misidentified. He is a sports editor
- In the March 27 issue of The Shakerite, Meagan Steiner and Marguerite Moore's names were misspelled.
- In the March 27 issue of The Shakerite, Astrid Matthews and Sarah Wang were not credited for the photographs they took.
- In the March 27 issue of The Shakerite, the location of Kimberly Ponce de Leon's service was incorrectly stated. Ponce de Leon traveled to Paraguay.

Surf the Net

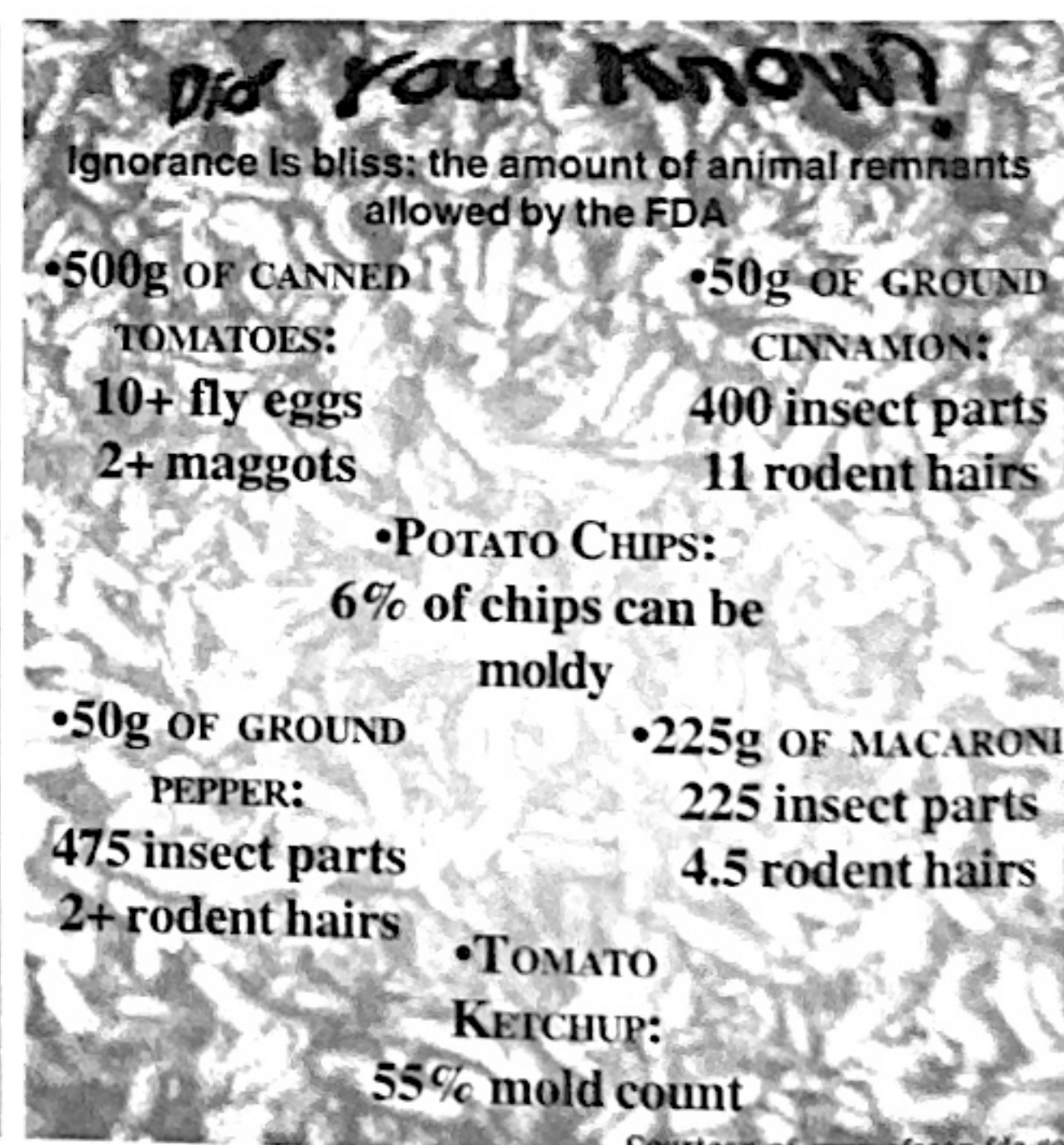
www.1001fonts.com

•This is The Shakerite's favorite and most used website. It features a large selection of fonts, from western to brandnames. See if you can find some of our most-used fonts on the website! Perfect for sprucing up boring papers.

www.joeykatzen.com/alpha/ver3/#guess

•This website tests your knowledge of the fonts you see every day. Each letter of the alphabet is a different product font, and it is your job to guess which is which. The only problem is that no hints are given, so it is mighty tricky.

Compiled by Jeanne Bright



Courtesy of www.efsc.fda.gov

The Shakerite

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critique.

The Shakerite will hold a critique session on Friday, May 9 at 3 pm. All students and faculty are invited to attend to comment on the content of the paper.

disclaimer.

Opinions expressed in The Shakerite articles are those of their respective authors, and do not represent the views of The Shakerite, Shaker Heights High School or the Shaker Heights City School District. The "Rite Idea" presents the views of the editorial board; however, it may not reflect the opinion of The Shakerite staff. Asterisks denote members of the editorial board. The Shakerite is a public forum published nine times a year for and by students of Shaker Heights High School. During school days the Shakerite may be reached at 216.295.4246

Senior project starts

Bye bye seniors! Many seniors will begin their journey in the jungles of the real world. Good luck class of 2003!

12th

Prom day

Today's the big day! After prom begins at 1:00 a.m. at the Mandel JCC in Beachwood.

Place
Auto Museum
Time
8:00 pm
17th

Shakescenes

The Orestian Trilogy will be performed. Admission requires donation of a canned food.

Place
Large aud.
Time
4:00 am
18th

Memorial Day

The Memorial Day parade rolls through Van Aken Blvd., featuring the Shaker Bands.

Place
Van Aken Blvd.
Time
9:00 am
26th



Encouragement anchors instruction

FROM SHIELDS PAGE 1

visit, only four people are in Shields' second period class. Because of her teaching method, all of the students are on different lessons. She believes that it is best for each student to move at his or her own pace because it is an intervention math class and they all learn at different rates.

At the beginning of the period, Shields places the lessons, tests, quizzes and pre-tests on the front desks so that students can take them when they are ready. For the first 25 minutes, Shields checks on their progress. The only noise is one student asking Shields for help.

Shields is quick to offer assistance, whether she is asked or not. She seems to be able to tell when kids are struggling, even if they are reluctant to admit it, and she reassures them that they are making progress.

"Am I the only one still on this lesson?" asks a student named Jim (all student names are pseudonyms).

"Yeah, but you're coming along," Shields replies.

When Jim starts to talk to Mary, the only thing Shields has to say to end their conversation is, "Put your focus on your math." After that, the classroom is silent for the rest of the period.

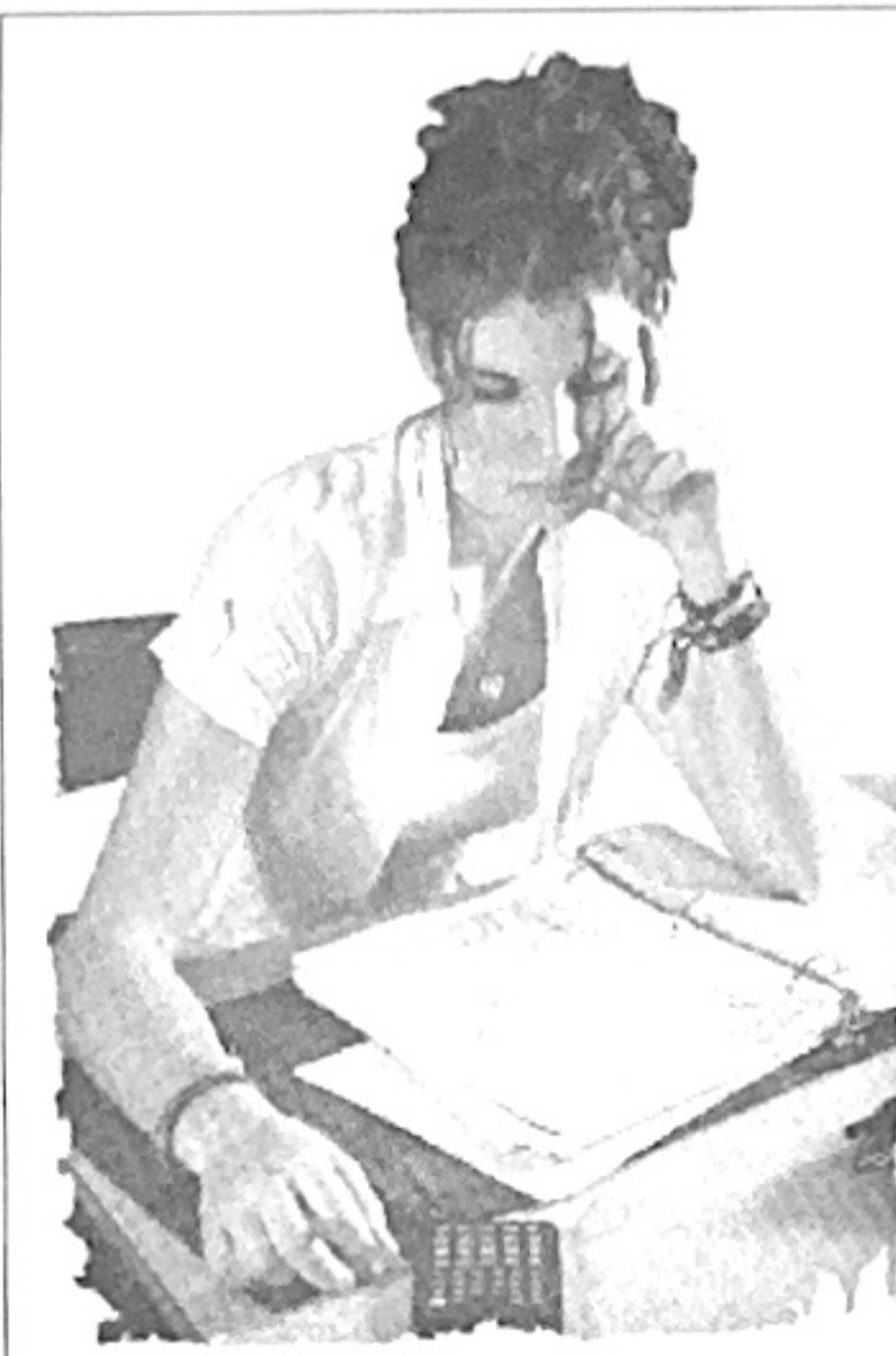
Third period science is a more challenging class for Shields to deal with, although she comments on how much they have improved since the beginning of the year.

During third period, Shields has planned to finish guided notes on compounds and mixtures and hopes to begin a research project. However, the students' side conversations and fights over gum cause her to cancel the trip to the computer lab and have them answer questions instead. When the interruption occurs, Shields warns the class about future consequences for disruptions.

"We're not going backwards," Shields says. "You're taking this as a big joke."

After Shields writes questions about a previously done experiment on the board for them to answer, everyone begins settling down and working quietly. Once she sees that the students are working, Shields re-explains the experiment to help them answer the questions.

At the end of the period, Shields praises the students on their behav-



BREAKING DOWN LEARNING DISABILITIES

• **Learning Disability (LD)** Defined in the Individuals with Disabilities Education Act as a "disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations." It is estimated that 10 percent of the population suffers from some type of disorder. The two most common disorders are Attention Deficit Disorder (ADD) and dyslexia.

• **Individualized Education Program (IEP).** A written agreement between the parents and the school about what the child needs and what will be done to address those needs.

• **Mainstreaming.** Practice of placing handicapped children with special educational needs into regular classrooms for at least a part of the children's school day.

ior once they start to work on the questions and adds that if they continue to act responsibly, they will be able to go to the computer lab tomorrow.

During her fourth-fifth period lunch, Shields explains how she originally planned to be a gym teacher after graduating from Ohio State University, but a shortage of jobs and a skill for behavior management led her back to OSU for her master's degree and doctorate in special education. Now finishing her first year at Shaker, Shields thinks that this school has a strong special education department.

"It's got a lot of hard working people. That's what first impresses me," Shields says.

After lunch, Shields heads over to math to help teachers R a y m o n d Skitzki and Joel Rathbone with their classes.

Throughout the period, Shields rolls around the room on one of the blue math lab chairs, helping students with projects and explaining concepts for the next day's test.

"It's going to take a while . . . you just need to keep manipulating the numbers," Shields says to one student, reassuring her that she will get

the answer eventually.

Ninth period is Shields' other science class. This one runs more smoothly than third period, and the students are able to begin their projects in the computer lab.

Clark Pope, a substitute teacher who worked with Shields in the math lab, expressed admiration for Shields' talent at her job.

"She's got a rough job. It's a delicate balance; they have to listen to you," Pope said. "There's a lot of patience being a teacher, but that's a hard job."

According to Samuel Sexton, Director of Special Education for the Shaker schools, one of the hardest parts of working in special education is keeping up with the changing rules. Federal law, because of the Individuals with Disabilities Education Act, mandates that "each child is entitled to a free, appropriate public school education that meets the unique educational needs of the child . . ." and it allows states and districts to form their own policies based on those regulations.

Sexton said that Shaker's philosophy on special education involves a need to get to the bottom of the problem.

"Let's take a look at how the child is performing . . . If a student is having trouble, we want to know why," Sexton said.

Toward the end of tenth period, Shields holds an Individualized Edu-

cation Plan conference with a student. The IEP is in its primary stages, and prior to this meeting, Shields has only spoken with the student's mother and teachers.

This particular meeting focuses on the behavior of the student and uses the district's behavior intervention process. The process involves first getting to the root of the problem by identifying why the student is not doing well, and what triggers this negative behavior. Next,

the student is asked to generalize the situation in which the concerning behavior usually occurs: where, when and how long it lasts. The final steps before goals are formed involve describing the reactions others have to this behavior as well as digging deeper to find out what the student is trying to tell people with his actions and what originally caused him to start behaving this way.

Once all of those questions are answered, Shields and the student move on to formulating goals and brainstorming interventions to fit those goals.

At the beginning of this meeting, the student is open and honest with Shields. However, as the conference goes on, the student becomes irritated and less willing to answer Shields' questions. Shields often tries to rephrase questions in order to get an answer without asking the same question numerous times, but the student seems to catch on to this and begins to respond with an aggravated, "I already told you this!"

By the end of the meeting, everything seems cordial on the surface, but both parties seem somewhat frustrated.

Despite the hard parts of their jobs, Shields and Sexton both say that the most rewarding part is seeing progress as the students become more mainstream.

"They are kids first and they have special needs second," Sexton said.

Just the Basics Plans to Rebuild Iraq

Q

What type of government does the U.S. hope to establish in Iraq?

A

A pro-democratic government, open to the west, and not dominated by religious fundamentalists. Yet demonstrations in Iraqi mosques have indicated that the Shiite clerics hope to play a central role in the new government and have the support of a large number of Iraqi people.

Q

Who will lead the post-war rebuilding plan?

A

Retired Army General Jay Garner, who worked closely with the Iraqi population in Gulf War I.

Q

What non-American groups will aid the U.S. in rebuilding?

A

The U.S. has recruited hundreds of expatriate Iraqis to work in Baghdad ministries. The Iraqi regular army will be used for policing throughout the country. British firms have been completely left out of the economic aspect of rebuilding. This has sparked much resentment in London.

Q

How does American policy in the Iraqi rebuilding plan compare to post-war rebuilding plans in the past?

A

The "de-Nazification" process of removing all former Nazi party members from positions of power parallels "de-Baathification."

Infractions deny senior project; prompt review of purpose

By ALEX BUDER SHAPIRO
NEWS EDITOR

The hallways were filled with tales that certain seniors who had not met project requirements would still be allowed to go on an alternative assignment. But when the dust settled, As of press time, Principal Michael Griffith's final decision remained. The students would have to attend their regular classes.

Students who are suspended during the second semester, whose

grades drop below a C in any class, who have one unexcused absence or more than seven excused absences or who have any fines, are not eligible to go on senior project. Griffith estimates that 20 to 25 students who hoped to go on project have been declared ineligible. The three seniors in question had alcohol-related suspensions.

According to one senior, who had been suspended due to her intoxication at a school dance, she was

told by Griffith immediately after returning from her suspension that she would not be allowed on the formal senior project. However, she was still going to be allowed to work on her original project but its final form would have to relate to alcoholism.

However, Griffith states that ideas were thrown around more as possibilities and no plans were ever finalized.

"I did discuss alternatives and possibilities [with the three]...and it

was a struggle. It was an issue of fairness...[the staff] decided it would not be fair to single out an issue...that consequences were for all," he said.

A petition had been circulated among students asking that the administration apply the rules fairly to everyone.

Griffith added that a review of project guidelines is in order.

"We want to really ask, 'What is senior project?'" Griffith said.

REBECCA'S
SHAKER BARBER SHOP

Rebecca DeVenzio

(216) 229-3057
12808 Larchmere Boulevard
Shaker Heights, Ohio 44120

RECYCLE THE SHAKERITE

•Bring your extra Shakerites to Room 231 to help save the planet!

Shaker Heights Teachers' Association

SHTA

Professionals Dedicated To
Educating Shaker's Youth

the
News
Desk

New teacher
survey
distributed

• The district has distributed the third of four surveys on teacher-student relationships, designed by Harvard economist Ron Ferguson. Dr. James Paces, Director of Curriculum, said that this round is focused more on the teaching strategies for hard concepts and tasks. According to Paces, the high school has returned 30 surveys, which is around the same response as the first two surveys. He said the district is planning to hold a summer workshop regarding the survey results. The last survey indicated that positive teacher-student relations led to higher achievement. It also found that encouraging students rather than demanding increases their productivity. Students do better in classes where teachers welcome questions.

Public
school aid
plan
proposed

• Ohio Representative Jon Husted, a Republican from Kettering, is proposing that the Ohio House accept a plan that awards public aid proportionally to schools' daily attendance rates. Each time a student is absent, no matter what the reason, the school would lose money. Husted said this creates an incentive to keep attendance levels up. By the 2004-05 school year, it is projected that public schools would lose almost \$300 million. However, some worry that this would be a return to residual budgeting, giving money based on its availability instead of the school's need. The Ohio Supreme Court previously found the state guilty of this and ordered them to change. Governor Bob Taft's Blue Ribbon Task Force will review the program when they look over the entire school-funding system.

-Alex Buder Shapiro

news
in the
Nation

MAKING TELEVISION UNCONSTITUTIONAL

Parent Gary Boyes has asked courts to rule that it is unconstitutional for students to watch Channel One, an education network. Channel One gives school districts free electronic equipment in exchange for a daily ten-minute news program viewed by the student body. Boyes argued that this sells advertising access to his children.



Salem
OR



WHAT HAPPENED TO FREEDOM OF HAIR?

After losing a bet, a student bleached the tips of his brown hair. The school suspended him, saying that he was a distraction to fellow students. The student dyed his hair to its original color so he could return to school.



Cortland
OH

AN "EXOTIC" RECRUITMENT FAIR

An exotic dance club, known for its nude dancers, tried recruiting students at a high school job fair before school officials asked its representatives to leave. The representatives claimed that they were trying to recruit bartending assistants and not dancers.



Mashpee
MA

POOPER SCOOPER TROOPERS

To show their continuing effort to give back to the community, Red Bluff Union High School administrators agreed to a rather unusual form of community service: poop-scooping. They bring up the rear of the annual Red Bluff Round-Up parade, cleaning the parade route of horse droppings.



Red Bluff
CA

BEING BAD DIDN'T USED TO PAY

• The Delaware House of Representatives has proposed a bill fining parents \$10 for each time their child receives a detention or suspension or is placed in an alternative education program. The only exception would be suspension or detention due solely to tardiness. Discretion to adopt and enforce the policy would be left to each school district.



DE

Courtesy of the Associated Press

Griffith halts morning food sales citing disruption

BY KYAN SAFARI
NEWS EDITOR

Principal Michael Griffith's decision to end bagel sales has left a whole in students' diets. The official end of morning food sales was April 6.

According to Griffith, morning food sales take place in an area of high hallway traffic (in the main hall of the South side of the old wing).

Students were arriving at first period classes late and many others loitered in the hallway around the food sale area before being warned to leave by security guards.

"People were selling beyond the morning bell. I instructed them to stop selling by 8:00, but the sales still continued through 8:30. I spoke to all individuals involved in the sales multiple times," Griffith said. "The problem persisted and this is the result."

However English teacher George Harley, who heads the Future Teachers of America club that often used morning food sales as a source of revenue, had a different view on the problem.

"My students have asked me why we aren't selling and they are very upset. They are adamant in saying that it was only a small group of individuals, who were habitually tardy students that were causing the hall problem. These individuals are still coming to class late, even after sales have been stopped. Many of my students feel as though they are being punished for the actions of

a small group of people," Harley said.

Harley also stated that Griffith gave only one warning to the clubs selling bagels.

"No administrator came to assist the clubs selling food and only on the day prior to the shutdown did the principal warn us."

Harley expressed his hope that the abortive decision will be reviewed and renegotiated for next year. In fact, Griffith has already received proposals by Future Teachers of America to restart sales. Future morning sales will most likely take place in the cafeteria.

Morning bagel sales began when Mathematics teacher and tennis coach Allan Slawson decided to use it as a fund-raiser for the men's tennis team. Slawson, who earned the nickname "The King of Bagels," was quick to decipher what caused the hallway problem.

"The clubs were selling too many items. They began to sell juice, for example. They also should have had the bags clearly labeled and stuck with a smaller variety of bagels," Slawson said.

Morning food sales were a major source of funds for both the tennis team and Future Educators of America. The tennis team initially made 100 percent profit from the bagel sales and earned enough money to design and distribute free tennis clothing to the team members. Aside from a curtailment of club funds, Harley worries that students will lose a nutritious breakfast.

Student council elections format is restructured

FROM COUNCIL PAGE 1

is a sign of what student voices can do. Although he was opposed to an earlier idea that proposed showing the speeches after school, Gertman and other candidates suggested changes and were pleased to see that they were implemented.

"I think everybody's happy," he said.

Sophomore Bria Heifetz has been secretary for her class the past two years and was hoping to get the position again next year. However, she was disqualified because she did not type her essay and one application was late, incomplete and contained some inaccuracies.

"There was only one meeting for the new rules, which I wasn't able to attend. They needed a couple," she said. "I was disappointed because I've been an active member for two

years and now I can't run." The new rules have discouraged Heifetz so much that she is not planning on running again her senior year.

"Student Council is being very strict, maybe too strict," O'Neill agreed. "However, it lets everyone know that we're serious." She said that only seven freshmen are still qualified to run, but that there are 14 spots available.

Wright, who began advising Student Council this year, does not believe that the low numbers are a problem.

"I'm kind of pleased with the low number," she said. "Serious students got the forms in on time." Wright added that if elections run smoothly this time, Student Council might loosen the rules next year.

The campaign process has been changed as well. Candidates are only

allowed two posters per floor and a maximum of two different flier designs.

Gertman does not understand why the number of posters allowed is limited.

"If one kid wants to put up six and one wants to work harder to put up 20, why shouldn't the second kid be able to?" he said.

Along with the limits on the number of posters, all designs must be approved by Wright, Freeman, Assistant Principal Eric Hutchinson or Principal Michael Griffith. According to Wright, this is to "avoid offensive words and push creativity and color." This requirement also applies to speeches.

Senior Melanie Delaney thought that this year's posters were better than those in the past.

"They stand out and are more

interesting this year because they [the candidates] added artists and some were amusing," she said.

Finally, Student Council has announced that it will be cracking down on those members who do not attend meetings on a regular basis. Any representatives or officers who miss three meetings must appear before the board and explain why they should be allowed to remain a part of student government.

Holden Gibbons, president of the class of 2006, approves of the new attendance rules.

"People wouldn't show up and nothing got done [last year]," he said.

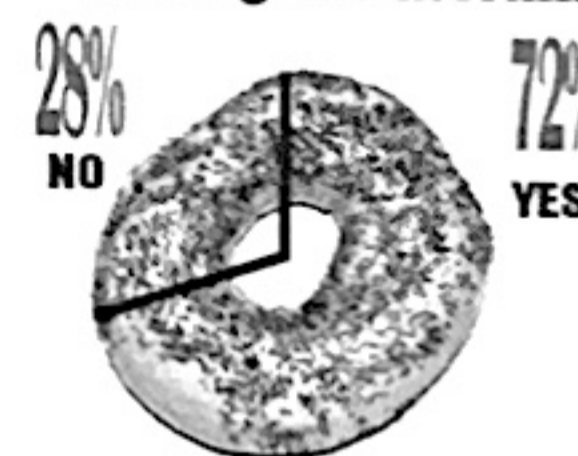
Becky Siegel, who is running for the class of 2005 vice presidency, echoed Gibbons' statement, "It's aggravating to go and only half of the people are there," she said.

On
the
Line

Q: Are you upset about the
end of bagel sales?



Q: Have you ever purchased
bagels
during the morning?



Scientific poll of 85 students
with a margin of error of +/-10
percent. Journalism II
and Shakerite classes
telephoned students.

What's in a Name?

Does derogatory ever disappear?

By MATT SEIDNER AND ANNA HUTT
BUSINESS MANAGER and COPY EDITOR

“What’s happening, my niggas?”

As a walk through Shaker hallways will prove, derogatory terms are far from obsolete in our community. On the contrary, formerly taboo words are rolling off of our tongues more and more easily as we grow accustomed to their use. One of the most prevalent in Shaker is the “n-word,” which has experienced a revival in our generation—but not by white racists. Instead, in a trend that has occurred more than once in history, members of the targeted group itself have begun to use the name.

“It depends on who’s saying it,” Caucasian freshman Holden Gibbons said of the n-word. “If black people say it to black people, you don’t notice it. If white people say it, it turns heads.”

Clearly, this particular word holds a significant double meaning. In the 1700s it was considered a completely acceptable term, yet it acquired a more offensive connotation in the 1800s. It has recently been revived by African Americans in the form of the slang term, “nigga.”

This certainly is not the first time that Americans have attempted to reverse derogatory meanings.

In the 1860s, Confederate soldiers coined the term “Yankee” as a scornful slur to embarrass their enemy. Undermining this malicious intent, however, Union soldiers adopted the name and, ironically, it became a label of pride in the North.

According to www.wordorigins.com, this strategy has been employed more recently by homosexuals, who have reclaimed the word *queer* “to rob the term of its offensiveness . . . by using it to refer to themselves.”

African-American junior Rikiea Johnson said sometimes the word holds no malice. “We use the word as something more positive than negative,” Johnson said. “There’s a difference between ‘nigga’ and ‘nigger.’”

Johnson feels that this difference makes the word acceptable for some people to say.

“Basically, the ‘er’ one was something that they used to put down black people and people of color in general,” Johnson said.

“We adopted the word, turned it around and made it positive. If a black person says, ‘What’s up my niggER,’ . . . well it’s something they don’t say that much.”

However, while the slang creates a comfort zone for some, others still find the word offensive.

Murphy Ajayi, a Shaker parent and professor of African studies at Kent State University, dismissed the explanation that “nigga” was a symbol of cultural pride.

“The word has a long history behind it,” Ajayi explained. He said the more politically-correct word “Negro” evolved into “Afro-American” in the 1920s and remained for 40 years.

“In the 60s, during the Civil Rights Movement, more African Americans became conscious of their African identity,” Ajayi said. “They wanted to realign with their African heritage. The term ‘African American’ gave them that connection.”

Ajayi articulated his distress at younger generations’ misunderstanding of the word’s gravity.

“Those African Americans who know the real history don’t joke with the word ‘nigga,’” he said. “It is disrespectful to our ancestors who built this country.”

According to The National Black Family Em-

powerment Agenda Network’s resolution, “The use of the n-word by African Americans helps to create, maintain and perpetuate a slave mentality and a negative self-concept of African-American people.”

Many students do comprehend this seriousness.

“I think it should be banned from all vocabulary,” African-American freshman Lloyd Brooks said. “The n-word means ignorant.”

Yet Brooks articulated the difficulty of resisting the word’s overwhelming presence. “I’m not gonna say it doesn’t slip,” he said.

African-American junior Dominic Thompson sympathized with this dilemma. “I don’t agree with people using the word, but it’s such a part of people’s normal language,” he said. “It’s become a part of the mainstream culture for the black community.”

Ajayi argued that only select members of the African-American community should say the word, and only under certain circumstances.

“When you find the word used by experienced, mature African Americans, they use it in the form of celebrating the endurance of African Americans in the past,” he said.

High school security guard Vic Ferrell, who hears his fair share of hallway language daily, understands the attempt to soften the offensive word, yet it disturbs him.

“Over the years they have tried to get it to not have the image that it has,” Ferrell said. “They tried to change the meaning of it, but you can’t . . . It’s a word that began in slavery, and it’s going to always hold that stigma no matter how they try to change the context of it.”

History teacher Tim Mitchell echoed concern with the term’s persistence.

“We spent a long time and a lot of effort to expunge that word from people’s vocabulary . . .” Mitchell said. “It’s absolutely frustrating.”

Looking in from the outside, the non-derogatory use of the word poses confusing questions to students of other races.

“It may be a friendly term, but it seems kinda unconsciously derogatory,” said Caucasian freshman Braeden Kepner-Kraus.

But they’ve gotten so used to it, “nigga” isn’t such a big deal to many Shaker students.

“It’s part of the modern black culture,” said freshman Avi Bakshani, who is of Indian and Caucasian descent. “If they don’t have a problem with it, why should I?”

Ajayi stated his answer simply and profoundly. “Those who use it carelessly don’t know the real meaning of the past,” he said. “We must bring to their attention what their ancestors have gone through.”

1785
The word *nigger* first appears in the English language, adopted from the Latin word for black.



1830s
Threatened by the abolitionist movement, *nigger* became a racial insult in the South.

1909
The NAACP, initially called the National Negro Committee, is founded.



1909
Edward Sheldon’s play, “The Nigger,” explores the relationship of blacks and whites in America.

1920
Agatha Christie publishes “Ten Little Niggers.” The title was later changed to “And Then There Were None.”



1939

1948
President Harry Truman signs and executive order desegregating the armed forces.

1943
In memory of a black laborer, “Nigger” was the code name for a successful bombing raid in the 617 Squadron during World War II.

1967
Boxer Muhammad Ali refuses to serve in Vietnam, saying, “I got nothing against no Vietcong. No Vietnamese ever called me nigger.”

1964
Comedian Dick Gregory uses *nigger* as the title of his autobiography.

1967
The federal government changes 143 names of geographical locations that include the word *nigger*.

1988
Rap group Niggaz With Attitude, also known as NWA, releases their first album.

1998
Actor Samuel L. Johnson’s character uses the word *nigger* 38 times in the movie “Jackie Brown.”

1998
Tupac Shakur releases his album titled “Crooked Ass Nigga.”

2003
Harvard Professor Randall Kennedy traces the history of the word in his book, “Nigger: The Strange Career of a Troublesome Word.”

Compiled by Jennifer Broadbent from www.naacp.org, www.ibiblio.org, www.sens.com, www.ifama.com, www.ferris.edu

“It may be a friendly term, but it seems kinda unconsciously derogatory.”

BRAEDEN KEPNER-KRAUS 9

“We use the word as something more positive than negative. There’s a difference between ‘nigga’ and ‘nigger.’”

RIKIEA JOHNSON 11

“We spent a long time and a lot of effort to expunge that word from people’s vocabulary. It’s clearly a term that the black community controls. It’s absolutely frustrating. For me, it represented ignorance as well.”

TIMOTHY MITCHELL 11

“I wouldn’t use it myself. I’m not sure that it’s really offensive to me. It’s not really up to me whether it’s an offensive word.”

ALIX SCHRAGER 11

“I think it should be banned from all vocabulary. The n-word means ignorant.”

LLOYD BROOKS 9

“It’s like something that black people think that white people might hold over their heads.”

GLYNAE PARRISH 9

“It doesn’t really offend me when I hear it, [but] if you’re not used to it people could really take offense to it.”

KEVIN STRANG 11

“It’s a word that began in slavery, and it’s going to always hold that stigma no matter how they try to change the context of it.”

VIC FERRELL 11

“I’m fine with it because of how freely it’s been used around me. I think because of the amount it’s been used, it’s kind of lost its meaning.”

COREY HOLOWACH 11

“But really nobody should be using that word.”

WINSTON WEATHERSPOON 11

“It’s interesting how it’s accepted in the black culture to use, and it’s offensive if a white person uses it.”

LAUREN SILVE 10

“It’s become a part of the mainstream culture for the black community.”

DOMINIC THOMPSON 11

“It all depends on who’s using it. If my friends say, ‘oh that’s my nigga,’ then it’s ok.”

SHALAY MORRIS 10

“I think when it’s used in public, then it’s tasteless and tacky. It sounds derogatory.”

FRED ALERT 12

“It’s part of the modern black culture, so if they don’t have a problem with it, why should I?”

AVI BAKSHANI 9

“In a capsule, it’s an ugly word that I wish would just go away.”

ERIC HUTCHINSON AP



De-graded

By LIZ CAMPBELL
ARTS EDITOR

You can imagine my surprise when, as I was walking down the hall on my way to class a few weeks ago, I was stopped by a junior friend of mine who informed me that my official high school transcript had been used in a school publication entitled "What's Next," distributed to all juniors. Not only had the administration left my birthday and gender on it, but they had used the transcript of someone taking three identifiable classes — advanced journalism, a class reserved solely for Shakerite editors; AP French V, a class with only six senior females; and Health (which I took as a second semester senior, a rarity). And they had not asked my permission.

As someone who takes privacy very seriously, I was shocked that the school would so blatantly violate my personal rights. At the very least, I should have been informed that my transcript would be used. But really, I should have been asked. After all, I don't even think they let me see it before they sent it to colleges, but they let over 350 students at our school see it. Not only were all of my grades printed, but my SAT, ACT and AP scores.

It seems to me that it would be quite simple to create a fake transcript — just enter some basic classes, and give fake grades and scores. But I guess with all of their work, the administration could not bother to save a current student any humiliation. According to Eileen Blattner, the guidance department prefers using real transcripts because they are more realistic. However, the high school has been maintaining transcripts for at least ten years, and probably much longer, so they certainly could have selected the transcript of someone who graduated long before any of the current students were even thinking about high school. If I, as a Shakerite editor, wanted to use a transcript in the paper, I would without a doubt be able to create a fabricated one.

I really do not understand why I was even chosen in the first place. My grades are not amazing, and while my test scores are considered quite good, I don't necessarily want them shared with the entire school. I am someone that doesn't even share that kind of information with my best friends or relatives — let alone a bunch of strangers.

Despite the administration's defense that my transcript is one to be proud of, I am still horrified that it was used without my consent. Although my father was told that no transcript had ever been identified before, I find it hard to believe that none of the guidance counselors realized how distinct and unique my transcript really is.

I do want to acknowledge that I appreciate the apology I received from Mrs. Blattner. Also, I was informed that my transcript would be removed from all remaining booklets, and heard that new booklets were printed with the transcript of a 2001 graduate. I just hope that in the future, the administration thinks more carefully before printing a current student's transcript.



Don't let Johnny off so easy

In the recent past, high-ranking corporate executives have been accused of stealing billions of dollars from corporations, bankrupting the companies and putting thousands out of work. The wake of scandal has reached as far as the Ohio teachers' retirement fund, which lost millions from investing in Enron.

While vilified by the public and reprimanded by the media, corporate thieves have not, for the most part, been punished legally. By cheating the government with offshore accounts and buying immunity with campaign donations (bribes), the perpetrators of these white-collar crimes get off scot-free.

So where do executives learn that they can steal millions and get away with it? Where do they learn that the rules are different for the privileged?

Perhaps they attended high school similar to ours, where punishments are handed out according to who you are. Here, the disciplinary policy at dances is a little more lenient if you're a 4.0 student with a nice college career ahead of you.

More than once this year, students with good records have either gotten away with being intoxicated at dances or have had their punishments reduced. If we can't punish fairly for infractions in high school, we're molding the next generation of crooked business leaders.

Here, the administration seems to enjoy launching rules with great fanfare, such as last month's always-use-passes, sometimes-don't-wear-hats, never-show-headphones rules that they soon forget to enforce. Already those rules have faded from consciousness, only to be resurrected next spring when teachers complain about student behavior.

Although the administration should be commended for making the correct decision regarding three students' senior project eligibility, it still seems like there is no rule that can't be bent. When Johnny gets in trouble for being a delinquent, Mommy will talk his way out of a suspension. The administration needs to be firm. Make rules mean something; discipline all students fairly and equally.

At Shaker, it seems like there is no rule that can't be bent.

"A big ol' Uncle Tom"

The Little Hawk newspaper of City High School in Iowa City, Iowa, publishes a column on its humor page titled "Ask Blackie." The Shakerite receives The Little Hawk in our newspaper exchange program.

You can imagine our shock when we saw the column. Blackie, a stereotypical blaxploitation figure, answers questions written by author Leroy McWallace himself.

McWallace gets some criticism for his column's racy nature. "It's a little controversial, so

you'd expect it," McWallace said in a phone interview. "Our adviser takes the brunt of it," McWallace mentioned that the school is about 8 percent black.

"My mom is real proud of me and laughs her ass off every time she reads it," he said of his family's reaction to his column.

Recently, we wrote a letter to The Little Hawk in response to one of McWallace's columns. We just received a new issue of the paper, complete with "Blackie's" response:



Ask Blackie!
with Leroy McWallace

Ask Blackie has received its second real letter. This time coming all the way from Shaker Heights, Ohio. Unfortunately, in all the commotion, the letter was lost. However, its question has remained imprinted in the brains of many here and I will recant it to the best of my ability.

Dear Ask Blackie,
Have you ever seen the old Shirley Temple movies with the black dancers? Just wondering.
The Shakerite

Dear Shakerite,
First of all, I would like to congratulate you on Paul Newman being from your town. I sure do like them eaters he be makin'.
The other day, I was thinking over what you said. Yes I have seen the Shirley Temple movies and know just what you're talking about. And you know, all he was, was a big ol' Uncle Tom. That's really all I can say about him. Oh, and he could dance well too.
-Leroy McWallace

compiled by Rick Jennings

Actual question from *The Shakerite*:

Ever see those old Shirley Temple movies with that servant/clown Uncle Buck? Just wondering.



Don't forget about the redheads

People always ask whether people prefer blondes or brunettes. What about redheads? Sure, blondes get made fun of, but redheads get forgotten about altogether!!!

Erin Chelune

Lobby lockout

Why does Ensemble think they're better than everyone else? People need to be able to get through the auditorium lobby doors when Ensemble is rehearsing. The football team doesn't stop people from walking by the field because they're having practice! You're at the high school — deal with a little noise!

Katherine Ekeberg

Ring, ring! I can't get in!

Too many kids bring cell phones to school. Not only are they unnecessary, but they take people away from the phones in the lobby who let me in after lunch.

Brian Sutorius

Find an alternative to homework

By OWEN HEAREY
GUEST WRITER

No one likes homework. It's a plain and simple fact. We love to complain about it, but in the end we either do it or we don't. Either way, it is unnecessary.

Yes, you heard me: *unnecessary*. Consider daily homework, which reviews that day's class. It is unnecessary because it is assigned for the wrong idea. The repetitive design of most daily homework assignments teaches us nothing. If a student does understand a concept, there is no point in practicing it. If a student doesn't understand a concept, homework rarely provides the answer. No one is benefiting from the situation.

the
Guest
'Rite

Moreover, daily homework measures a student's work ethic more than his or her intelligence. Many of us copy much of our homework, rendering it useless as a teaching tool. Others still are too busy with more fulfilling activities to complete assignments. These students should not be penalized academically because they are too occupied to complete pointless busywork. Homework only serves to waste students' and teachers' time.

A recent study by the National Foundation for Educational Research made significant critiques of the old mantra: more time spent on homework leads to better grades. It suggests that too much homework can be as detrimental as too little, and that engaging and interesting tasks can be more productive than "routine

tasks such as finishing off class-work."

A renewed emphasis on in-class understanding and independent study would do more for students than worksheets. Also, all daily homework could be optional, as a review for those compelled to do it. Many of us are willing to explore alternative teaching methods, but the school is slow to act in new directions. Convincing some teachers and many parents of a new system's benefits will be difficult, but a school focused on real issues rather than busywork is a much better atmosphere for academic development.

The repetitive design of most daily homework assignments teaches us nothing.

SWEAT SWOOSH



Rick Jennings*THE SHAKERITE

NO, IT'S NOT a new truth-in-advertising law going into effect. Sophomore Jake Hershman's backpack is an ironic statement about the Nike Corporation's labor policies.

"I had this Nike bookbag and I wanted to make a statement about big corporations," Hershman said.

According to research by nikewages.org, the average Indonesian Nike worker makes \$35-\$38 a month. According to the site this is just slightly more than one dollar a day, and not enough to "meet their basic human needs."

Is Morgan Freeman *your* superintendent?

The Shakerite distributed current events quizzes to selected social studies classes. We have to say, we were "shocked and awed" by the results. (If you didn't get that reference, don't worry. Most of your fellow students probably wouldn't have, either.) So, when you're done with this article, pick up a paper and start reading, and maybe you won't be so . . .

. . . clueless about current events

ENTERTAINMENT AND SPORTS NEWS

67.1% knew the "Matrix" sequel is called **Matrix Reloaded**.

35.4% knew that **women are not allowed** in Augusta Country Club, site of the Masters Tournament.

Wrongest wrong answers: rain and Mike Weir.

30.4% knew that **Adrien Brody** won the 2003 Academy Award for Best Actor.

17.7% could name the **Lake county Captains** as Eastlake's new minor league baseball team.

10.1% knew **Mark Shapiro** was the general manager of the Cleveland Indians.



Allison Vitkus*THE SHAKERITE

LOCAL NEWS

50.6% knew **Dr. Mark Freeman** is the superintendent of Shaker Heights City Schools. Wrongest wrong answers: "He looks like Wolf Blitzer" and Morgan Freeman.

44.3% knew Ohio will be **200 years old** this year.

44.3% knew about **Shaker Towne Centre's** \$33 million renovation.

38% knew that the **school levy** is on the May 6 ballot.

32.9% knew **Judy Rawson** is the mayor of Shaker Heights.



Brian Sutorius*THE SHAKERITE

NATIONAL NEWS

48.1% identified **Colin Powell** as the U.S. Secretary of State.

27.8% identified **Donald Rumsfeld** as the U.S. Secretary of Defense.

25.3% knew about the impending U.S. Supreme Court decision regarding **affirmative action** in college admissions. Wrongest wrong answer:

"Blacks are allowed to read."

15.2% identified **John Ashcroft** as the Attorney General. Wrongest wrong answer: "The guy who warns you not to drink and smoke if you're pregnant."

15.2% knew "**Yellow**" or "**Elevated**" is the current Terror Alert Threat Level.

1.3% could name two Democratic candidates for the 2004 presidential election. Wrongest wrong answer: Bob Dole and George Bush

INTERNATIONAL NEWS

67.1% knew about North Korea's **nuclear capability**.

58.2% knew SARS (Severe Acute Respiratory Syndrome) originated in **Hong Kong**.

12.7% could name three members of the Coalition of the Willing.

Wrongest wrong answer: France.

Students had trouble naming the leaders of these countries:

Great Britain - 43% (**Tony Blair**)

Russia - 34.2% (**Vladimir Putin**)

France - 33% (**Jacque Chirac**)

Israel - 15.2% (**Ariel Sharon**)

Palestinian Council - 15.2% (**Yasir Arafat**)

Wrongest wrong answer: Colin Powell

North Korea - 8.9% (**Kim Jong Il**)

Germany - 1.3% (**Gerhard Schroeder**)

Canada - 1.3% (**Jean Cretien**)



Rick Jennings*THE SHAKERITE

Compiled by Becca Bonthuis and Rick Jennings

With too much pressure to excel, don't get buried

Students overburdened from start of high school academic experience

By REBECCA WOLFF
COPY EDITOR

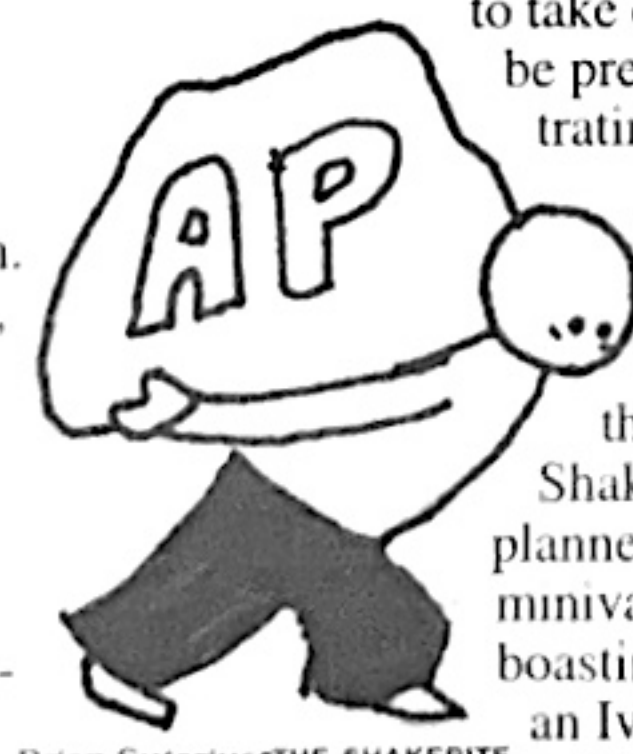
As a student at Shaker Heights High School, I have gotten a first-class education. I am expected to excel at my chosen college, go on to lead an exciting life and have a successful career, and I have Shaker to thank for that. So do many other students. Just pick up the latest copy of the Shaker Magazine and you will see testimonials from 13 college freshman, praising Shaker for preparing them for college. But at what price?

From the second I walked into high

school, I was told what to do in order to get into college. You had to take these classes, join these clubs, and do these summer programs. It never ended.

When it came time to plan my classes for sophomore year, my friends all talked about taking two or three AP classes because they had to get ready for college. But we are in high school, so there is no reason we should have to take college level classes. How do I ever expect to be prepared for a higher education without concentrating on the present? The answer lies in college preparatory classes, which are meant to do just what their name describes.

The blame doesn't belong solely to kids, though. I witnessed a fight between parents that almost came to blows over the June 2002 Shakerite, which listed the colleges that seniors planned to attend. Look on the rear window of any minivan in our community and you will see stickers boasting, "My child goes to _____ (fill in the name of an Ivy League college)." The pressure to excel both in high school and college is high.



Brian Sutorius*THE SHAKERITE

We've always been told that education should be our number one priority, and I agree. But school isn't the only place to get an education. When I look back on high school, is the A that I got on the test going to matter? The answer is no. I don't want my high school memories to be only of endless study sessions. I want to remember that night my friends and I met our favorite band and stayed out until 2:30 in the morning.

At this point, parents and teachers might say that I obviously don't have my priorities in order; school should always come first. This just isn't true. I have a high GPA and am going to a good college with a scholarship. And I only took one AP course before my senior year and I never stayed home on a Friday or Saturday night to study. I'm not advocating that our high school years should be spent partying, but there is a necessary balance. And living your life is as much an education as anything you learn in school.

The pressure to excel both in high school and college is high.

SHAKER. WIND

THE GAP:

examining john ogbu's take on minority achievement

Centerpiece invited three MAC Scholars — junior Jasmine White and seniors Sharif Akram and Isabelle Tuma — to share their opinions on John Ogbu's theories about academic disengagement in Shaker Heights.

David: Dr. John Ogbu says that to live in Shaker, some black parents have to work two to three jobs to be able to send their kids to the Shaker schools, but in doing that, they lose some involvement with their kids. They don't know as much about the school system, enrolling them in AP classes, etc. How do you feel about the role of parents in their kids' success, and how have your parents played a role in your success?

Jasmine: I agree with parental involvement being a very big thing, because it starts at home like from when you're little. Like even in kindergarten, if your parents don't push you to turn in your coloring that was due, you're gonna do it. Then, when you get older, in first grade it will be your math, in second grade it will be your spelling and in third grade it will be something else. So I just feel if your parents don't push you to do the work, then why do it? And it comes from yourself but first I think it starts with your parents.

Lauren: Do you think that Ogbu is justified in saying that some black parents in Shaker don't do enough?

Isabelle: He's only focusing on black parents who work all the time and he's looking at their kids, or kids whose parents aren't home. Because I know that our parents are home, they're there for us. So, basically, I think Ogbu's view at this point is more biased toward, like, a single mother or father who work all the time and they're always at jobs and they come home and there's nobody there, so the only support group they have is their friends, so that's who they go out with.

Lauren: So do you think that the study was inadequate?

Sharif: Society feels that white people are supposed to achieve and black people are not.

Isabelle: The thing is, we have to look at other things that affect it. I mean, teachers affect it, support groups — it doesn't start in the high school. It starts when they are in kindergarten and they can add 1 plus 1, and it goes by, and nobody says anything about it, and then

they go to the next grade, and then, all of a sudden, it's like 'How come this person can't do this?' David: John Ogbu identifies the tracking system, support groups in the community and how society views whites as the 'educated' racial group ('acting white' being smart), as three problems in the achievement issue. How do you feel about this?

Sharif: (about 'acting white') I think basically what black people do is they tend to focus their time on things, like, not school. They're not focused. I don't think they understand the importance of school until you walk across that stage and get the diploma in your hand, and they realize that they wasted four years of their life. So I think that they just need to re-focus and find positive role models.

Lauren: Black students are often portrayed as wanting to be basketball stars and not caring about school.

Sharif: LeBron James is on the front page of the Plain Dealer and is all over ESPN, who only talks about how well he can dunk a ball or shoot a basketball, but they don't talk about his 3.5 GPA. I have never heard anybody say that on the news and, basically, they expect us to play basketball, but they really don't expect us to get good grades. We see him on the news, and you don't see him talking, like, ebonics. He's very proper and that's what I like about him.

David: Ogbu suggests that the school needs to do something more to motivate black students, such as bringing in successful blacks in areas that blacks are not typically recognized in (i.e. not sports or entertainment). What do you think about this?

Isabelle: I remember last year they brought in a man from NASA during African American History Month. He was like, 'Yeah, I have all these degrees from all these places, and I was like, 'Wow.' I know there are so many people out there, but you don't see it often so it was just amazing.

You don't get an education for bragging rights, you get it because you want the knowledge and you want to go further with it.

Lauren: So do you think bringing in speakers like that is effective?

Jasmine: Yeah, but it should be all through the school year, not just focus on February.

Isabelle: So then the question is, 'How do we do

Maybe we're the generation that's gonna change the achievement gap. Maybe we'll teach our children to do better."

Sharif Akram
senior

that? The thing is, we know what the problem is, but the question is, 'Where does it even start?' Sharif: We take a lot of things for granted, I think. We paid a guy \$50,000 to answer these questions for us and, basically, we wasted a lot of money because his statements are what MAC Sisters and MAC Scholars have been saying for the past 13 years.

Jasmine: You have to be motivated. This is not for everyone. Someone might be a great artist... you have to find different vehicles to show what you're good at. Me, I like school, but my little brother doesn't, and he would rather show how he is through sports or through art... you have to realize how you learn and what is the best way that fits you.

Lauren asked for their own interpretations of the achievement gap and academic disengagement.

Isabelle: I know sometimes I sit in class and I'll be the only minority, or there'll be two (maybe three) others, and it's like, I know it shouldn't be an issue of 'Oh, there's another black person, or somebody who has color or pigmentation,' but sometimes it makes you wonder: I know I have friends who are in CP classes who I know can do the work, and it just makes me wonder why. I don't even think there's any answer because for everybody it's different, but it just happens that... it bothers me.

Jasmine: To me, it's all about self-motivation. If you feel that that's what you want to do, then you're going to do it, because the only one who can help you in your future — and that's what I tell all my friends — is you. Your friends can't help you, your parents won't be able to help you, people looking at you in the halls won't be able to help you.

Isabelle: It's like exercising. You start off and you're like, 'Oh I don't wanna go running.' And you feel so stupid doing crunches in your room alone. But it's at that point, where you either stop doing the crunches and you go on with your flabby belly, or you keep going because you know what the end result is, and I think that's what makes and breaks everything academically. You know you have to do the homework, like Jasmine said, but are you willing to sit there and go through the stress and the headache of not figuring out the problem or going through the dictionary to find that word that you don't understand? Or would you just rather get in the car and go to see a movie or get some coffee at Arabica?

David asked more about the achievement gap and why they think it exists.

Isabelle: It takes time for the foundation to be laid. You have people whose families are now going to college, like the first person ever. But there are families who have, like, alumni at colleges for like the past 150 years. That family may have expectations like graduate school and getting degrees and beyond, but for some families, getting through high school is what's beyond, and that's amazing, you know, because nobody else has done that.



THE UNRESTING ASSIMILATION

Black American Students in an Affluent Suburb

A Study of Academic Disengagement

John Ogbu



SENIOR ISABELLE TUMA and junior Jasmine White discuss the implications of John Ogbu's new book.

Scholars weigh in on research

By JOE TARTAKOFF
EDITOR IN CHIEF

Critics of John Ogbu's recent research have challenged his methodology and conclusions.

Yet scholars generally praise Ogbu's early work. Ogbu, a professor of anthropology at the University of California at Berkeley, defined three types of minorities, autonomous (ex. religious), voluntary (ex. immigrants) and involuntary (ex. African-Americans), in his 1978 book "Minority Education and Caste: The American System in Cross-Cultural Perspective."

"I use Ogbu's work because when people teach in urban schools, some kids come with an attitude," said Lois Weiner, a professor of elementary and secondary education at New Jersey City University.

"African-American kids have more of an oppositional stance towards school than immigrant kids. Teachers can't take it personally," she added.

In 1986 Ogbu and Signithia Fordham wrote an article for "The Urban Review" in which they asserted that African-American students reject behaviors they identify as "acting white," such as doing well in school. That work is still extremely controversial.

"Ogbu [incorrectly] portrays 'acting white' as an attribute of black culture. Black students may go through a period in which they reject behaviors that they identify as 'acting white,' but this

is not an aspect of black culture," said Vinay Harpalani, a PhD candidate at the University of Pennsylvania Graduate School of Education.

Fordham, an associate professor of anthropology at the University of Rochester, said that she still agrees with the hypothesis she and Ogbu previously formulated. However, she would not elaborate on Ogbu's recent research.

Ogbu's newest book, "Black American Students in an Affluent Suburb: A Study of Academic Disengagement" has also drawn the ire of scholars. After analyzing hundreds of interviews with Shaker students and staff, Ogbu concludes that African-Americans' cultural attitudes toward education are one factor in the achievement gap.

"I think that the details of the book would support a number of different takeaway lines other than the subtitle," said Ron Ferguson, a lecturer in public policy at Harvard University. "If you read the book it's not a study of academic disengagement. It's a story of people coping with the academic and racial dynamics of a school system."

Ferguson has studied the achievement gap at Shaker for the last four years. This year he has already distributed three surveys to the student body on teacher-student relationships.

He questioned if Ogbu's study was representative of students in the Shaker schools because the book is a qualitative study — based on analysis of interviews and ob-

servations — rather than a quantitative one — based on surveys.

"You can never be sure, with ethnography, how representative the work is. Often in the book Ogbu writes that a small group said such and such. It is never clear how generalizable it is," Ferguson said. Ethnography is a method of research designed to foster understandings of culture through extended immersion in a given setting.

On the other hand, John McWhorter, an associate professor of linguistics at the University of California at Berkeley, maintains that the qualitative element of Ogbu's book is a strength. In fact, he said in an e-mail that his own book on the achievement gap, "Losing the Race" was also criticized as "anecdotal."

"In 'Losing the Race' I argued that today, the underachievement problem with middle class black students traces more to culture than to racism, even though that cultural problem itself traces ultimately to legacies of racism in the past," McWhorter said.

I presented the point in a way designed to communicate with the non-academic reader, with a combination of statistical citations, quotations from journalistic treatments and personal testimony. That method naturally elicited a criticism from some quarters that my argument was merely anecdotal — although one cannot help noticing that arguments that racism reigns eternal are considered authoritative whether presented as academic treatises or visceral narrations.

"The value of Ogbu's new book is that it confirms, via systematic analysis, that indeed there is a culture-internal factor at work here, such that we cannot hope to solve the problem

without addressing that challenging but solvable problem," he concluded.

Weiner, who has not read the book, was surprised that Ogbu found that black parents in Shaker were less involved in their children's education than white parents.

"I am suspicious of the conclusions Ogbu is drawing. How is he defining parental involvement? Are researchers defining parental involvement like parents are?" she asked.

Weiner cited a study by Georgia State University associate professor Barbara Myers that found that low-income parents encouraged their children's education in ways that schools did not read as parental involvement. For example, parents in the study regularly made their children attend church.

Joshua Aronson, an assistant professor of applied psychology at New York University, argued that parents should not even have to play a role in their children's education.

"In the system I would advocate, the parents would only need to be involved in so far as making sure their child showed up to school... we should strive to create schools that are so good that parental involvement is unnecessary," Aronson said in an e-mail.

Harpalani, who has not yet read the book, also countered Ogbu's notion that school systems cannot be depended on to combat the achievement gap on their own.

"I'm not against the black community playing a role. But Ogbu misses the focus of the problem. The problem is with American society. There is a misallocation of resources. The onus is not on the black community but on America," he said.

Aronson concurred.

"It's a major error to suggest that schools should not be expected to narrow the gap... schools can and should be designed to do just that."

power to the parents

• African-American parents respond to Ogbu's observations

By MARGUERITE MOORE
STAFF REPORTER

"The parents work two jobs, three jobs, to give their children everything, but they are not guiding their children."

These biting words introduce one of the topics explored by anthropologist Dr. John Ogbu in his recently published book about black achievement in Shaker Heights, "Black American Students in an Affluent Suburb." Dr. Ogbu hypothesizes the lack of achievement by black students is due, in part, to disengagement of the black parents.

While parent and educator Sondra Sadler does agree with aspects of the statement, she doesn't believe that it is the sole contributing factor.

"I agree with the statement that all children do better when their parents are involved with their education, but it is not the only factor for the lack of academic achievement," she said.

While Ogbu implies that most African-American parents are not involved in their children's lives, parent Beverly Jacobs stays actively involved in her daughter's life by volunteering for events, such as after-prom. She took the initiative to volunteer for the school system before her oldest daughter began in the Shaker schools.

"I made it known to the teachers that I was going to be involved," she said.

Parent Leigh Webster also tries to attend school

functions whenever her work schedule allows.

"I don't miss open house. I encourage calls from teachers — every opportunity that I can, I'm there." To Webster, being active within the schools is her top priority.

"My daughter knows that I'm a big proponent of education," she said. "I try to stay involved."

In Ogbu's book, middle-class black families are specifically targeted for lack of involvement. But in reality, families of all races are dealing with similar problems.

"I think it's an economic problem," Webster said. "In today's environment, especially in the black community, both parents have to work. They don't always have time to go to their children's activities." Sadler also agrees that parents' lack of involvement is a problem despite race.

"You see it more in a system like ours [Shaker's] because of the disparity between the students," she said.

"It's not a color issue, it's a people issue," parent Anthony Martin said, who also believes that underachievement should be associated with the individual and cannot be confined to a race.

In order to fight the statistics showing African-Americans as underachieving, programs within Shaker, such as MAC Scholars and MAC Sisters, are available to encourage student achievement and parent involvement.

"Shaker does a good job trying to open up different avenues to make parents feel comfortable," Sadler said.

However, Webster, whose daughter was a MAC

Sister Scholar applicant, does not see these programs as a complete solution to the problem.

"They're positive programs. But the real issue is commitment and priority. You need to be committed to these programs and you need to make them your top priority," Webster said. However, in the end, it's the parents' responsibility to stay engaged.

"When parents are involved, kids are apt to do better," Sadler said.

Although educator and parent Janet Tribble also believes that parent involvement is a necessity, she doesn't think that it is the sole answer to the problem of achievement.

"Being involved is only part of the equation," she said. "Schools need to assist parents in making sure that they understand how the system works."

Tribble believes that without this information and a strong base support, parents are often uninformed about the classes that their children should take to be on a certain academic track.

"If you're not in certain classes, it limits the direction that you can go in," she said. "If you do not have the information or your parents are not aware, it's as if your destiny is already set for you." However, Sadler still believes that parent involvement is a crucial step to success.

"I'm a visible and active part of their lives. It's my job as a parent," she said.



• Paganism identifies May Day as one of four Greater Sabbat days.

• The maypole, a staple at May Day celebrations, is a ritual that symbolizes the marriage between Earth Mother and Sky Father.

• A traditional maypole has five different colored ribbons. Each color represents a different sacrament. For example, orange represents health and blue represents peace.

• Along with the maypole, celebrators gather sacred wood for a bonfire, and they crown a May Queen, who is not allowed to participate in the festivals in order to keep her purity.

IT'S ALL GREEK TO ME, UNLESS IT'S PORTUGUESE!

• High schoolers master unique languages outside of class

By JASON PLAUTZ
STAFF REPORTER

If sophomore Jing Wang approaches you and asks "Ni-hao ma?" do not look at her funny. Simply respond, "I am fine."

Wang is one of the few Shaker students who, though spending time in school learning a foreign language, is also fluent in additional language other than English.

She speaks fluent Chinese in addition to English and limited Latin.

Wang learned to speak Chinese before she learned English because she was born and lived in the Chinese city Yang Chou. Though Chinese was her first language, Wang still says that she is better at speaking English because she uses it more.

"I don't really speak Chinese except when I'm in China," said Wang, referring to her return trips there every two years. Though her parents speak Chinese between themselves, they do not make Wang speak it.

Even though she gets little use out of her Chinese, she put it to a good cause in the beginning of this year. A foreign exchange student from China was in Wang's ceramics class, and Wang was able to help the student adapt to America.

Junior Ryan Hacala first learned to speak Japanese during his freshman year.

Japanese was offered as a language class but by his sophomore year, the class had been eliminated and Hacala was forced to take Japanese with a small group of friends outside of school.

Hacala has a limited Japanese vocabulary, but it still came in handy last month when he hosted an exchange student from

“
Fluently, I can speak Portuguese and Hebrew and I know a little French and Spanish.”
”

Deborah Beim
Junior

Learn how to say "The cow jumped over the moon," in . . .

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Takatori, Japan.

"I watch a lot of anime, and if there's no subtitles, I can use my Japanese," he added.

The knowledge of one foreign language may seem stunning, but junior Deborah Beim can speak four.

"Fluently, I can speak Portuguese and Hebrew and I know a little French and Spanish," Beim said.

Beim learned to speak her first language, Portuguese, when she lived in Brazil.

Her parents raised her as bilingual, teaching both Portuguese and English. Her third language, Hebrew, was taught to

her at Hebrew classes which she has taken since kindergarten.

Beim learned both of her secondary languages, French and Spanish, at the high school.

Spanish was easy for her to pick up. "It's similar to Portuguese," Beim said, "So I understood most of it already."

While the multi-lingual students thought that their friends were impressed with their skills, they themselves didn't think it was so commendable.

"I don't think it's all that cool because I speak it," Wang said. "If an Arabic kid came up to me and spoke Arabic, I would think it was cool."

SATs by morning, slumber parties by night

• Middle schoolers tackle the SAT well before they head off to college

By LAUREN WEISS
STAFF REPORTER

The SAT, a test that can mean the difference between being accepted or rejected from a university, is enough to make anyone nervous, right?

Well, what if your feet don't even touch the floor?

The SAT, the Scholastic Assessment Test, is taken by some middle-school students to qualify for other selective programs. Eighth grader Amanda Orr, a Shaker Middle School student, took the SAT on Dec. 10, 2002 in order to qualify for the Johns Hopkins Creative Writing program in California.

To prepare for the test, Orr attended sessions at Huntington tutoring center.

Orr also gained confidence from the fact that she takes 9HE Math at the high school this year and has always been in upper-level classes. "Math was definitely the easiest part because of taking high school math," she said. "There was one problem that we had gone over just the week before."

While taking the first part of the test was slightly intimidating, Orr said the later sections of the test got easier. "At first, it seemed like everyone else was going quickly and I was going so slowly," she said.

Orr felt that taking the SAT in eighth grade was not right for most students.

"You need at least ninth-grade math in order to do well," she said.

Other students take the test as part of various talent searches, as in the case of Amy Ranallo.

The now-freshman at Hathaway Brown took the SAT last year after Midwest Talent Search recommended it to her.

"It was a little more difficult than other tests I've taken before because I didn't have some of the knowledge yet," Ranallo said.

Both Orr and Ranallo felt the analogies were the hardest part of the test.

"I skipped a lot of the analogies," Orr said.

In contrast to Orr, Ranallo said she was glad that she took the test and recommended that other students take it early. "It gave me a better idea of what to expect on tests like these," she said. "Everyone should take it, because it's an opportunity that you can benefit from."

Orr's scores of a 540 on both the ver-



Photo illustration by Will Bostwick

bal and math sections were above the average scores of both middle and high school students. For the 1999-2000 and 2000-2001 tests, the average verbal score for eighth graders was a 493, while the average for high schoolers was a 504. In math, the middle school average was 518 and the high school average was 516.

However, few middle school students take these exams. Only 202,551 seventh graders and 65,382 eighth graders took the SAT in 1999, 2000 and 2001 combined. In comparison, approximately 1 million high school students take the test each year.

Ranallo said that approximately 40 percent of the students in her testing room were in seventh or eighth grade. Orr, on the other hand, did not notice anyone her age.

Nannette Adams, Orr's guidance counselor at the middle school, said that Orr

was the first student from the middle school to take the test in the past eight or nine years. "I would encourage students who want to take [this exam] to take it," Adams said. "However, they need to take it again at the high school, because their score from middle school would probably not be their best."

Susan Sadler, Hathaway Brown's middle school director, said that some of their students take the SAT every year; she was unwilling to provide an estimate of the number from this year. "One benefit would be that you get some experience with standardized tests," she said. "However, in some students it produces anxiety because they have not been exposed to some concepts yet and may become upset."

Beth Barter, the assistant director of undergraduate admissions at Cleveland State University, said that it is very rare for her school to receive applications from students who took the SAT in seventh or eighth grade, but that the trend is increasing.

"I've heard that the number of [middle school] students taking the test has gone up because there is more awareness about the fact that if you take the test early, there are more chances to improve," she said. "It looks good, because it shows that you are an ambitious student who is serious about education," Barter said.

"Dude, you have to tell me. How do you keep your tan for so long?"
4/14/03

"Do you have a Mexican?"
"No... do you?"
4/16/03

Heard
in the
Halls

Overheard and out
of context

"Hey man, you up against two girls, two feminine girls!"
4/24/03

"I'll George your Bush."
4/24/03

"How come you didn't tell me that my pants were falling down?"
4/10/03

"I'm skipping class like hopscotch."
4/9/03

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SEE HOW WE EARN IT™

Looking toward the future

By STEVONA ROGERS
STAFF REPORTER

English teacher Dr. Yvonne Allen stands outside enjoying the spring sunshine, talking about the brighter days ahead for the black community.

"We have to build on the positives. A greater understanding of who we are will create more unity," Allen said. "When we change our mental model and our vision, then we can come together instead of blaming each other."

Despite the negativity of the black medium, the miscommunication of the black family and the degradation of the black woman, it is still possible to begin the healing process in the black community.

Twenty-five students answered the question, "How do members of the African American race improve relationships with one another?" with hopeful and insightful advice on communicating with your partner, having a positive attitude in the relationship and being an example of unconditional love and understanding.

"I think the best way to improve relation-

ships is communication, to talk things out and stop judging each other," junior Steve Scarver said.

Scarver's opinion was one expressed by many black students who were interviewed.

Senior Brandon Hill believes that talking to friends for advice instead of your partner is the wrong way to mend relationships. "Don't listen to your friends' advice," he said. "You think it'll help, but sometimes you lose more than you anticipated."

Senior Will Rance believes that the source of relationship drama stems from females. "Girls talk about each other because they're jealous of each other for no reason; when boys have a problem it's usually over a girl that doesn't need to be saved," he said.

On the contrary, senior Kristen Wright felt that black males should be more positive in their conversations with black females.

"The way I hear black males speaking to girls needs to change," Wright said.

"We need to improve how we talk to each other. Black men should respect black girls more."

"We as a race can be more sensitive toward women and disprove all the negative stereotypes," junior Jock Williams added.

Students seemed to embrace the idea of more open communication, as opposed to hiding emotions within. Positive attitudes and respect topped the list of possible solutions to cure the communication dilemma in the black community.

"You should have a positive attitude and get to know the person before you get into a relationship," said Hill, deep in thought.

According to junior Mike Bell, respect is a reflection of attitude.

"If a girl has a negative attitude it makes you want to treat them wrong, and if a girl lets you disrespect them, a man is going to keep doing it," Bell said.

Senior Cristin Wood believes that the way one behaves in relationships is a reflection of the balance, harmony, love and understanding one has been exposed to.

"You don't know how to behave lovingly in a relationship unless you've seen a good example of love," Wood said.

Veronica Duncan, a professor of speech communication at the University of Georgia and author of *Towards Achieving Maat: Communication Patterns in African American, European American and Interracial Relationships*, is conducting a study of romantic speech patterns between African Americans.

Duncan's surveys found that an increase in communication skills means more intimacy and understanding.

"Communication between us is a central and largely ignored issue," Duncan wrote. "People have considered the symptom as the problem. It's time for us to move on and get beyond that."

Last of a multi-part series

Respect, trust keys to growth

For four months I have researched the condition of black relationships, inquiring to know the problems within the black community, the way young black youth learn to love and what the African-American race can do to improve upon these flaws.

Throughout the interviewing process of talking with students, parents, clergy and educators, I have gained valuable insights into the social dysfunctions of this race. Many who know me understand that I am a firm lover of my black people.

We are beautiful, yet we are also the most selfish, jealous, materialistic, and non-communicating race that I have ever encountered.

It seems as if dress, facial features and sexual advances hold value over honesty, respect and love.

The music of our generation promotes the disrespect of the black woman and the degradation of the black male.

Taking relationship advice from music stars such as Jay-Z and Lil' Kim, we are "niggas and bitches," "baby mamas and baby daddies," and "pimps and hoers."

It is time that we as a race wake up and realize that we have been programmed to destroy ourselves.

We are our own victims in our relationships, families and communities.

Blacks have proven survival skills in society, but while we have fought for equal respect among whites, it seems as if we have lost respect for our community and, inevitably, ourselves.

Many of us are so busy trying to pull each other down due to jealousy that we fall short of realizing the beauty inside.

African Americans must become part of the solution, not the problem.

Nourishing relationships must first start with equal respect, communication and trust.

Remember: love is first learned through example.



STEVONA ROGERS
STAFF REPORTER

Shaker characters will tell it like it is

By KELLY SCHAEFER AND WILL WEMER
PULSE EDITORS

It's lunchtime, and as you eat in the cafeteria, the traditional Shaker tribal call is heard... FIGHT!

"Do you stand around and cheer and jeer, or do you stand up and say 'that's not cool'?", asked Art teacher Dan Whitley.

With situations like these in mind, Whitley, in conjunction with the climate committee, has sanctioned artwork of typical Shaker students. Art teacher Keaf Holliday plans to sketch five representative Shaker students for a series of illustrations that will be placed throughout the school next year, intending to foster a school

community and address climate issues in a more personal way for students.

The five characters will be found depicting common school situations in the halls, cafeteria and bathrooms.

"It's an opportunity for kids to relate to a cartoon rather than always hear verbal directives from teachers," Holliday said.

Members of the climate committee, who seek to improve the high school's environment, conceived the idea last year in meetings and steered it through initial drawings by Holliday. "I'm concerned about the spirit of the school," said Whitley, who advocates these drawings as a way to create unity among students.

Whitley has been wary about the perception of the project as a tool for the administration to influence students.

"I don't want this to be looked at as a propaganda thing," Whitley said. "[The characters] are a symbol of the student body. They symbolize teenage youth."

To include students in the process, Holliday intends to take submissions from Graphics I and II



Courtesy of Keaf Holliday

KEAF HOLLIDAY'S TENTATIVE sketch of five fictional high schoolers depict the characters who art teacher Dan Whitley wants to use to symbolize the school in artwork for the 2003-2004 school year.

classes.

Junior Brian Math, who is in Holliday's Graphics I class, was skeptical about the effectiveness of the project but excited about the

prospect of student art exhibited in the school. "It's a way you can get your art displayed and be proud of it," Math said.

Sopho-

more Shannon Ashford recognized the effort of administrators, but feared that some students will take it as an unrealistic attempt to showcase Shaker's unique racial composition.

She presented a different view of reality incompatible with what she sees as idealistic drawings.

"Yes, we have a diverse school, but [as far as] us being together, I don't think that's representing how we are," Ashford said.

Junior Denise Mack saw the effort as a change in the school's confrontation of underlying problems.

"We need something to bring people together and something to interact with. It seems like the school hasn't addressed the fact. We're finally addressing it," Mack said.

Get involved: Name a character

The Shakerite wants you to take part in this unique school wide collaboration. In May, organizers plan to distribute ballots to choose names for these characters. The names will be used next year in the artwork, which will appear throughout the school.

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Battle of the Bands

A fun way to spend an evening listening to local talent without spending too much money. **Place** Peabody's **Price** \$8 **MAY 10th**

Third Eye Blind

Third Eye Blind is a band known for its very catchy rock hits and unique style. **Place** Agora **Price** unknown **MAY 26th**

Foo Fighters

This band once opened for Red Hot Chili Peppers but now they're the headliners. **Place** Tower City Amphitheater **Price** \$24.50 **MAY 27th**

Dixie Chicks

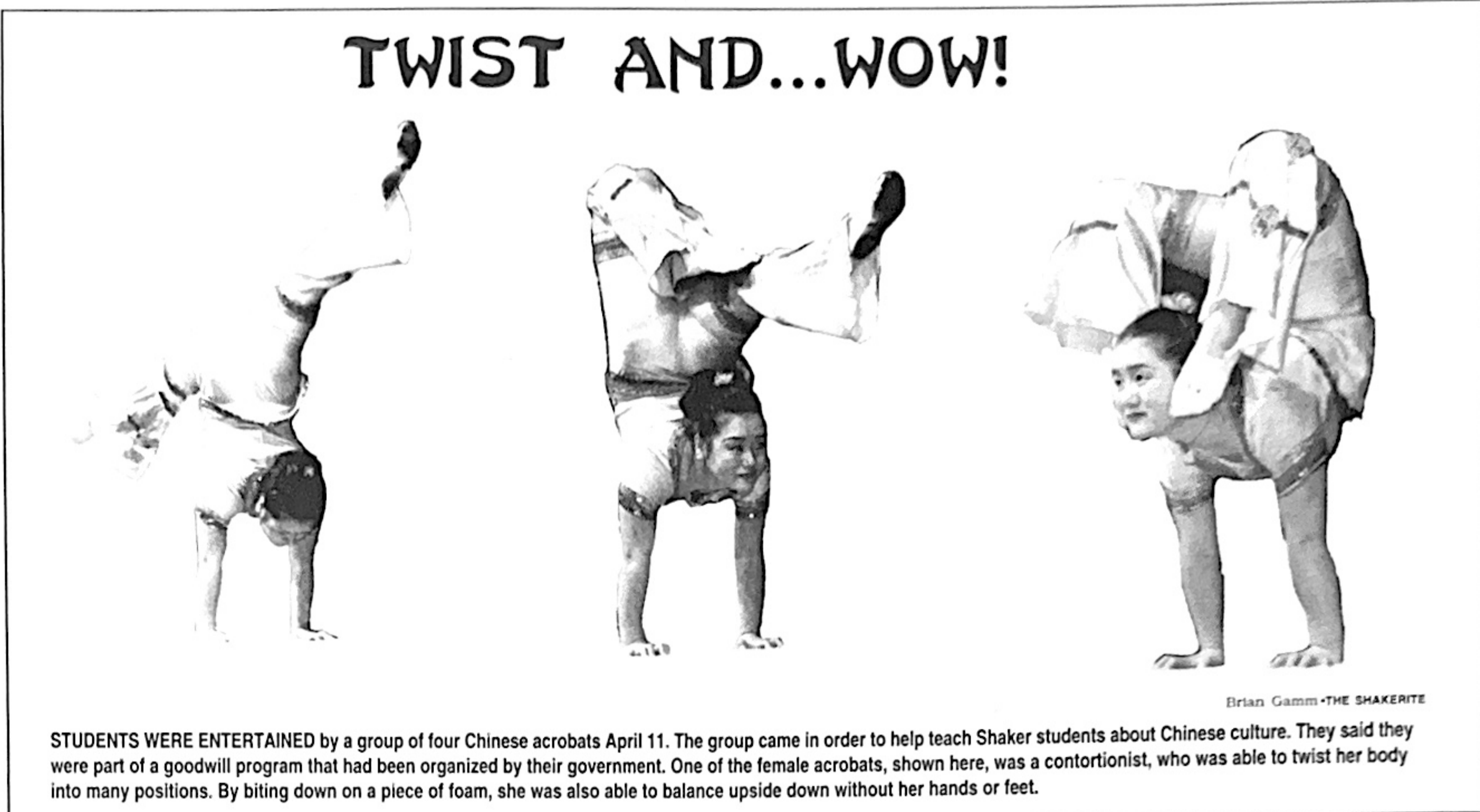
An all-female country group with crossover hits such as their cover of "Landslide." **Place** Gund Arena **Price** \$35 - \$65 **JUNE 1st**

Ticketmaster is not the master of prices

By LIZ CAMPBELL
ARTS EDITOR

When summer rolls around, bringing a slew of concerts to Cleveland venues, I jump at the chance to see some of my favorite artists. That is, until I realize I'm paying almost twice the original ticket price to cover fees through Ticketmaster. I recently bought tickets to the Foo Fighters' May 27 concert at Tower City Amphitheater. A ticket with a base price of \$24.50, ended up costing \$41.35 with Ticketmaster. The extra charges were "explained" at the end of the order: \$3.00 for a building facilities charge, \$7.45 for a convenience charge, \$2.50 to have Ticketmaster send the tickets through e-mail and \$3.90 for order processing. What exactly is a convenience charge? According to ticketmaster.com, "This fee covers costs that allow Ticketmaster to provide the widest range of available tickets while giving you multiple ways to purchase." Also, according to the website, "The convenience charge varies by event and is determined by negotiations with arena operators, promoters and others based on costs for each event." This leaves me incredibly confused because I don't see how those relate. I called Ticketmaster to see if I could get a clearer explanation from a representative, but after speaking to administrative assistant Lauren DeMarco, who spoke a lot of gibberish about taxes and promoters, I still felt lost. It is possible to avoid the order processing fee by buying tickets in person instead of by phone or online. At the end of this long, arduous process, I usually decide to see some unknown artist at a place like the Odeon where tickets are \$10, no convenience charge added.

TWIST AND...WOW!



Brian Gamm • THE SHAKERITE

STUDENTS WERE ENTERTAINED by a group of four Chinese acrobats April 11. The group came in order to help teach Shaker students about Chinese culture. They said they were part of a goodwill program that had been organized by their government. One of the female acrobats, shown here, was a contortionist, who was able to twist her body into many positions. By biting down on a piece of foam, she was also able to balance upside down without her hands or feet.

Dancers spring into action at show

By LIZ CAMPBELL
ARTS EDITOR

The Spring Dance Show, like its winter counterpart, showcased many different styles of dance, including ballet, interpretive and hip-hop. Although there were the usual standout dancer such as seniors Sharmayne Freeman and Danielle Walker, juniors Paige Jones and Tyla Corbin and sophomore Frank Taylor, some of the other members of the club looked like they either had stage fright or had not practiced as much as they should have. I was disappointed to see some members freeze on stage or improvise very obviously. I could tell that the choreography had been carefully planned and the choreographers themselves had worked hard, but the dances weren't performed with as much accuracy and ease as the winter show. I was



Betty Elee • THE SHAKERITE
JUNIOR TYLA CORBIN performs a dance at the Spring Dance Show on April 11.

also hoping to see more performances by the male members of the club, who usually put together interesting dances. The lighting and staging for the show were very unique, with the use of both strobe lights and multi-colored spotlights. I was impressed with the ability of the artists to choreograph to fit the different styles.

Hip-Hop Survival Guide

On April 23, Bakari Kitwana, the author of "The Hip-Hop Generation: Young Blacks and the Crisis in African American Culture" gave a talk to Bridges students. His speech centered on the Hip-Hop Survival Guide, also known as "10 Things Your Favorite Rapper Won't Tell You."

- 1 The definition of hip-hop is not graffiti, art, break-dancing, style or clothes.
- 2 Rappers are not your role models.
- 3 Hip-hop is not about drugs or drinking.
- 4 Hip-hop is not an immaculate conception -- jazz, doo-wop, poetry and '50s and '60s rock artists like James Brown all contributed to the creation of hip-hop.

10 THINGS YOUR FAVORITE RAPPER WON'T TELL YOU

- 7 There is a fine line between art and reality. Artists such as Tupac were killed by ignorance because they believed the hype of their own words.
- 8 What is shown on television is not real hip-hop.
- 9 You are what you eat, and some aspects of hip-hop, such as pimps and thugs, are garbage.



Kitwana

- 10 It's up to you whether you succeed or not.

compiled by
Jordanna Olarte
and Maya Cooper

Flow group has audiences wanting to brave the elements

By SARA REICHSTEIN
EDITOR IN CHIEF

One year ago, sophomores James Quarles and Aaron Stephens, the two founders of the group LMNTL were tapping on lunch tables, auditioning and rejecting various people in search for a third member. Now the group claims one album and many sold-out shows. Oh yeah, and they opened for renowned reggae artist Sean Paul.

"We wanted to take it to another level, and one thing led to another," Quarles said.

Quarles and Stephens were just playing around in eighth grade but soon stepped it up, and while Quarles rapped, Stephens DJ-ed. However, a third person was necessary, and when they found sophomore Samantha Flowers (AKA Shorte), they had hit the jackpot.

"A girl who can rap is something that doesn't happen often in the rap world, so we thought we would bring something unique," Quarles said. The group added its fourth member, dancer Zach Brown, Stephens' half brother, when they started doing shows. The group name, LMNTL, comes from the four elements of rap music, the beatboy, graffiti, deejaying, and Master of Ceremo-

nies, which the group members all help to create.

The group started to get it together when they asked their mothers to be their collective managers. After that, LMNTL quickly recorded the first three songs in about a month, and two months later had finished the album. Most of the songs only took them one week to write. Recording them, however, wasn't so easy.

"For some songs we went to someone's studio and laid down the vocals, but we also did one song in a church and one song in a car shop. We would have to shout at everyone else to be quiet when we recorded, and had to go kind of fast," Quarles said.

While the album, titled "The New Beginning," was in progress, the group still managed to get through five shows, one being Sean Paul's. It was the first show, in early September, that made it clear how much improvement they needed. The show at The Rhythm Room, sported no soundman, a cut wire and an electrical shortage in the timetable.

"It was here we realized we really needed to work on our stuff," Stephens said.

In December, LMNTL heard about a competition to win an opening for



Sarah Wang • THE SHAKERITE

Sean Paul. So the group upped their practices to three days a week, for two and half hours each. When they still hadn't heard from the record company a week before the show, they thought they had lost the contest. But that soon proved wrong when they got their call that said they would be the first opener for the concert. The show was at the Cotton Club, and a music video was being shot there simultaneously.

"There were massive amounts of people there. We got there at 12:45 a.m. and went on at 1 a.m. We had a huge time slot, 45 minutes, so we got to do a whole show," Quarles said, "we were so good, and got the crowd so hyper, the second guy, after us

but before Sean Paul, got booed off the stage. Later he got fired by the record company."

The group keeps climbing, selling out of albums at local shows and having performers, like Quarles' brother Zion, open for them—when one year ago, LMNTL was his opening act. Currently, they are trying to get a record contract, and plan on attending conferences in Chicago and Atlanta to meet record companies for that purpose. "We will be signed by the end of the summer," Quarles said. Until that time, they plan on shows with Shaker bands The Grand Scheme and Wasabi, to play, as Quarles called it, "trip-hop."

"It's about time to get rolling," Stephens said.

LMNTL PERFORMS in the small auditorium April 24 for Bridges' hip hop week. The group performed with famous artist Sean Paul at the Cotton Club.

Countdown to Art Fair, from stresses to messes

• Staff reporter tracks an artist's progress in weeks leading up to Art Fair

By Allie Jennings
Staff Reporter

The third-annual Art Fair, cause of skipped classes, yummy smells, and lighter wallets, occurred May 2. But its success was ensured by weeks of work behind the scenes in art teacher Daniel Whitely's portfolio class. While the rest of the school basks in the bliss of a blooming spring, portfolio students are feeling the pressures of their most challenging project of the year.

In small groups or individually, students construct booths for the fair from scratch. At the booths, they'll sell products they've created in hopes of breaking even or making a profit — all the while sticking to a renaissance theme. "The renaissance is the age of awakening," Whitely said. "All those things you need in art start with the renaissance. Perspective is learned, and portraiture."

Senior Tim Porter's project is definitely creative. Though his booth resembles ancient architecture, his product is timeless and quite modern. He's selling tat-

toos. Not *real* tattoos, you know the kind dealing with needles. With ink markers Porter is willing to inscribe almost any-

thing on someone, for money, of course. "I think that people are expecting to get a real tattoo, but I'd probably be kicked out of school," Porter said. "It's new. It's never been done before."

Two weeks from the Art Fair and time is quickly running out. Banners and signs, half done, lay across every uncluttered surface in Whitely's art room. Students hunch over their paint, canvas and cardboard carrying on light conversations with their classmates, and looking up every now and then to make eye contact. Others sit around another table, laughing and discussing the project, hoping the weather will be nice, and stating that in its three years of existence the Art Fair has never been rained on. Why would this year be different?

Porter sits and sketches out patterns for tattoos. An avid sketch artist, Porter has no trouble coming up with ideas for tattoos. "Most of my books are drawn in, drawn around... I draw more in my notebooks than I take notes," he said.

His plan for tattooing includes making cardboard cutouts to place on customers' skin for use as stencils. His booth is not even close to being finished. He and his fellow students are collecting scrap cardboard from discarded boxes to use in building intricately decorated booths adorned with columns and other complex pieces.

The artists are reluctant to say aloud the exact time remaining until the big day, referring to it only as "too little." It's said with a smile, but there's no joking about it.

One week until the show, and the projects are finally starting to come together, though the atmosphere is not any calmer. Students have moved outside of the art rooms, setting up in the hall and outside in the courtyard.

Gigantic hunks of thick cardboard



TO ADVERTISE HIS product for the Art Fair, senior Tim Porter created this original poster to put up around the school. All students were required to make their own posters.

are being painted and attached to each other, and the slam of hammers means booths are starting to appear in place of junk.

Porter hasn't brought in his booth yet, though he's been working on it at home. He's scrapped the stencil idea, explaining that it would be too much work, and he would have more room to be creative and for customers to customize their own tattoos if he worked freehand. He'll reserve stencils for certain patterns that would be extremely difficult to draw from scratch.

Three days until the Art Fair. The art room is bustling with students painting, building and planning. The rain forecast for Friday invites a cloud of uncertainty to the room. Students can only hope that the south gym can be used as a backup location in case using the courtyard becomes impossible.

All the work they put into this project cannot be wasted. The show must go on. Only three more days and the projects must be done. There is a definite shortage of time.

Two days until the fair, rain is almost certain. Whitely talks to Principal Michael Griffith to reserve the

south gym for the day. Whitely is confident that no matter what the location of the fair, there will still be a decent turnout. "No matter where we have this thing, if it rains, they'll (students) find us." Students fill the art room hours after the last bell rings to work diligently on their projects. Laughter is not uncommon, as the rush slips into routine. Though pressed for time, students are less tense.

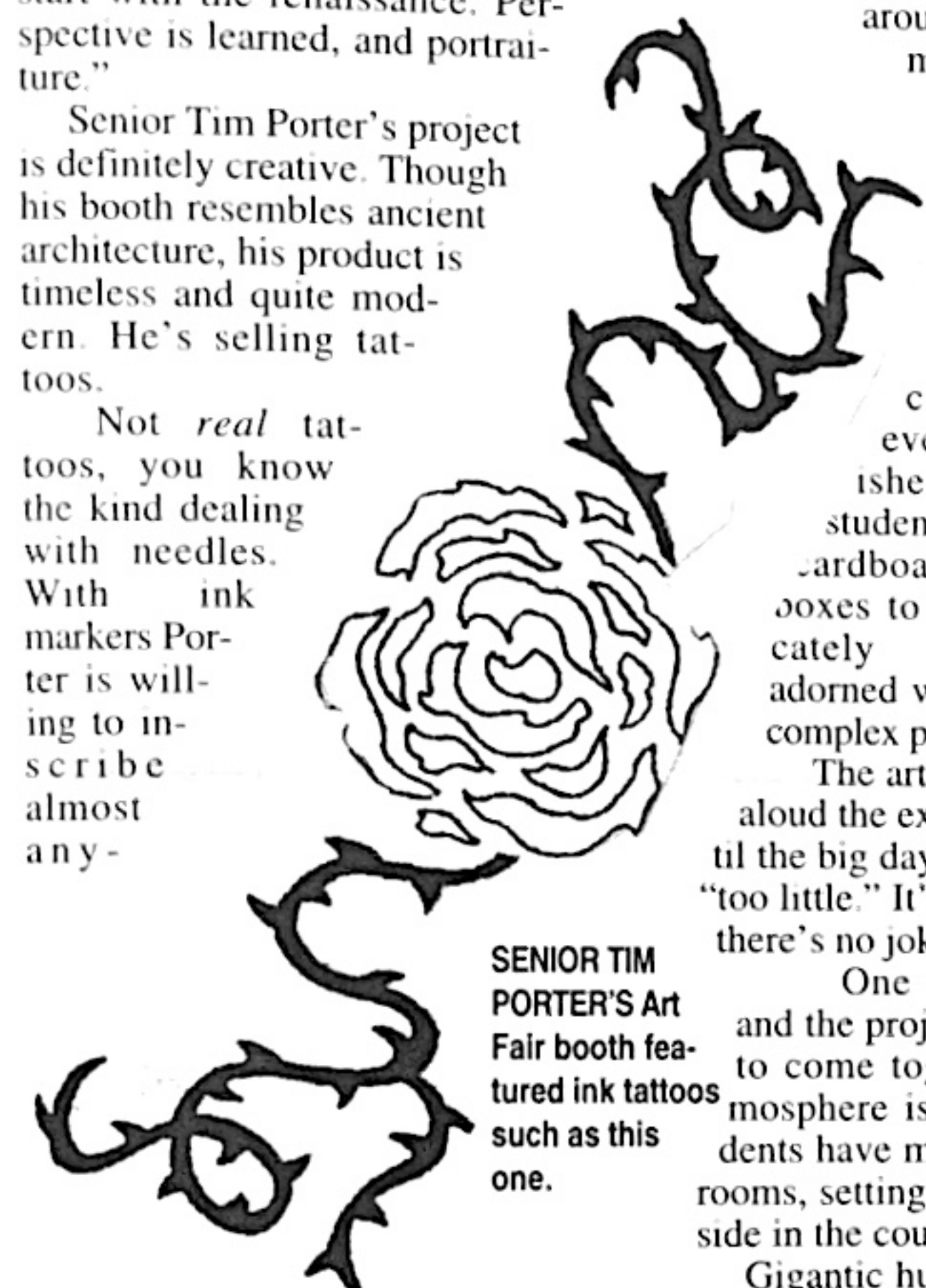
Porter has brought in his booth and has laid parts of it on the floor so he can paint it and add finer details. Looking back on the year he compared this project to the other ones he's worked on. "I worked the longest on this," Porter said. "It's kind of like the last project. I've put a lot of thought into it."

Whitely is prepared for the fair no matter what the forecast. The staff of the school is a big help. "To get that banner up there, people had to go up on the roof and bend over the edge," said Whitely, gesturing to the huge banner hung over one side of the courtyard. "It's fun when you see other people involved who just want to help you."

Inside the Numbers

Art fair style
Number of Booths: 11
Weeks of preparation: 4 for design, 4 for building
Hours in class per student: 80
Cups of Coffee: 210.5
Size of the "Raphael and His Age" banner: 18' x 25'
Number of ruined paint brushes: 45
Number of splattered studio floors: 1
Gallons of paint used: 8

compiled by Emily Ozan



five Minute critic

Escapology

Artist: Robbie Williams
Price: \$9.98 at Amazon.com

After moderate success in America in the late 1990s, Britain's Robbie Williams finally makes a major splash in the scene with his new album, "Escapology." A unique mix of pop and rock with edgy lyrics, "Escapology" has already been critically acclaimed in Europe. With songs like "Feel," "Come Undone" and "Me and My Monkey," the album is perfect to listen to while studying or chilling. And its reasonable price also brings music to the ears.

★★★★
out of four
-Will Werner

The Real Cancun

Starring: Alan, Amber, Heidi (as themselves)
Director: Rick de Oliveira

Imagine MTV's "The Real World." Now imagine that it's two hours long, has more sex and drinking, and a lot less plot (if that's possible). What you get is "The Real Cancun," a movie about what really happens on spring break. Though a bad film, it was horribly addicting. The only thing more embarrassing than buying a ticket was staying the whole time.

★★★★
out of four
-Sara Reichstein

Identity

Starring: John Cusack, Ray Liotta
Director: James Mangold

"Identity" started as a slightly cheesy scary movie and ended up a twisted, psychological thriller. After a flood leaves them stranded, 10 strangers end up at the same motel. Ed (Cusack), a limo driver, and Rhodes (Liotta), a police officer, try to protect the group from a mysterious killer. This movie is a truly suspenseful murder mystery.

★★★★
out of four
-Liz Campbell

Radio Club is music to students' ears

FROM RADIO, PAGE 1

and radio broadcast equipment was costly.

The club got help from former Shaker educational aide Dave Strudel and Mark Kreiger from Cleveland Society of Broadcast Engineers, who has been involved with the club since it was founded. They helped get equipment donations from Clear Channel and a \$4,000 grant from the Martha Holden Jennings Foundation last spring, which paid for a mixing board, a transmitter, microphones and studio monitors.

The station, located in a former storage closet in the Senior Lounge, was operational in late fall, but the club could not broadcast until their antenna was hooked up. After waiting for help until March, the students finally put it up themselves with the maintenance staff.

"We had the window of time and we just decided to go ahead," said McAdam-Sellers, who helped put up the antenna a couple weeks

before spring break. After the break and a week of planning programs and testing their signal, the club made their first broadcast.

"I can't tell you how excited Jess and I were for those landmarks. First it was the transmitter, then getting the equipment, then it was the antenna up to the roof, and now starting to broadcast," Boise said. "Wow! We have a real radio station!"

The club, advised by social studies teacher Andrew Glasier and English teacher John Morris, has seven DJs broadcast shows on school mornings, during lunch periods and after school. When they are unavailable, there is a constant loop of songs.

"The selection pretty much covers one genre, but it's enough to cover most of the listening audience. A lot of people listen to rap," Reynolds said. Students with other tastes are welcome to call in.

While the club's priority is the station, they will continue to DJ school dances, and they hope to DJ their



Astrid Matthews • THE SHAKERITE

SOPHOMORE LIAM BRETT-EIGAR, freshman Alex Ingley and junior Sara Langhinrichs deejaying Shaker Radio's 91.9 FM.

own dance next year. Their vision for the future includes a stronger radio station, lunchroom broadcasts, live broadcasts of athletic events and a live web radio station. They would also like to increase the club's current membership of 15 students.

"We want to get people in the club who are just as devoted as we are," Boise said.

Langhinrichs agreed. "It's a tremendous opportunity. We are one of a few high schools in the country that has this opportunity."

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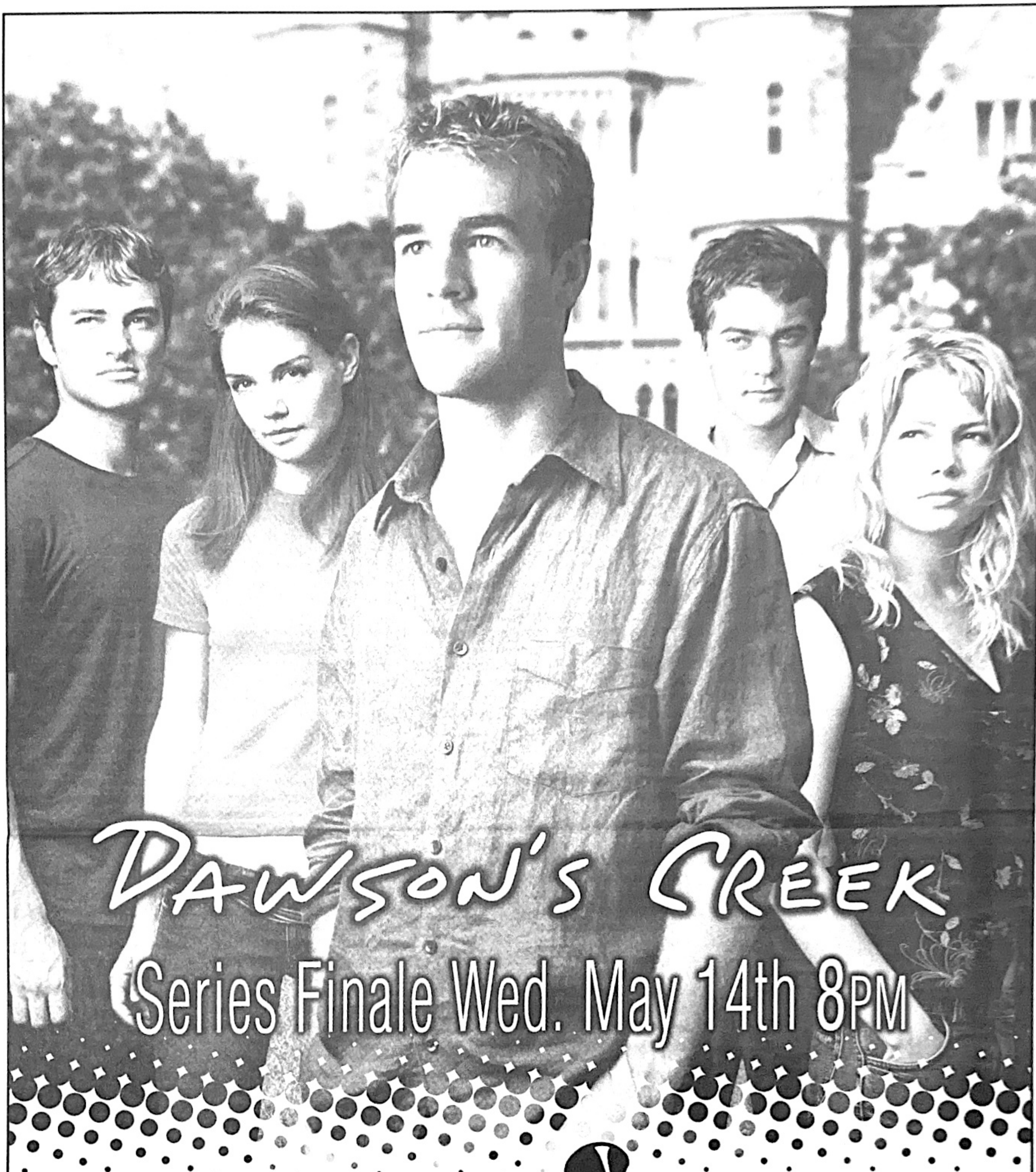
★ to enter the weekly Raffle drawings. You may win FREE Tux rentals and corsages!

★ Ticket Sales through May 16th

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★ after school from 3 pm—3:45 pm

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Carrying the load, on and off the field

• Overcoming ACL tear helps to develop Fuller's leadership

By BETTY ELEE
STAFF REPORTER

When Gretchen Fuller tore her Anterior Cruciate Ligament mid-field hockey season of her freshman year and subsequently was unable to play the rest of the year, her teammates, her parents and a lacrosse coach she hadn't even met were seriously concerned.

"I remember seeing her in her ACL cast and thinking, 'Oh man, I'm sorry I'll miss her for a season'," head lacrosse coach Liz Wilson said. Fuller came out in sophomore year and made varsity though.

Fuller remembers dodging a Hudson player when she felt something twist in her leg. Trainer Bob rode out immediately onto the field with his cart and took Fuller down to his office to check out her leg.

"Most people don't get surgery for ACL injuries because it's only side-to-side motion. I wanted surgery because I knew I'd be playing sports for a while. Playing in college was definitely something I wanted to do," Fuller said.

Fuller's friends and family were there for her with card, games and flowers while she was bedridden, and waiting for surgery.

Fuller, now a senior, endured a month of crutches, six grueling months of therapy, and then made and remained a varsity field hockey and lacrosse player. She astounded Wilson and her assistant coach Kristin Murray with her sound technical skills, speed, agility and desire to play the game aggressively.

"I remember the first time I saw [Fuller] play back in 1997," Murray said. "She had game sense,

skills and impact on the game. She stood out."

Fuller has been playing lacrosse for five years and field hockey for six years and loved it from the start. Her older brother, Brent, got Fuller into ice hockey and it was only later that Fuller became intrigued by field hockey, a sport similar to ice hockey.

"I was probably seven or eight when I started playing ice hockey at Thornton," she said. "I always look back on [playing ice hockey] and there was no specific reason why I stopped playing. Maybe later I'll join an ice hockey league."

Regardless, Fuller continues to relish in her family, friends and teammates support.

"[Fuller] is a role model for those coming up," varsity lacrosse player Christina Senagore said. Senagore has played with Fuller for three years, and heard about her while still in middle school.

"My middle school coach was like, 'Why can't you guys be more like Gretchen?'" Senagore said.

Sophomore Rachel Slosberg has developed a rapport with Fuller through field hockey team dinners and pre-game activities over the years. Slosberg thinks highly of Fuller's skills.

"She's so ambitious at everything she does, and so confident," Slosberg, a varsity field hockey player said. Ambition and confidence are needed to create a good field hockey forward, Fuller's position, according to sophomore Rebecca Heide. Heide, who is a forward as well, described some of the responsibilities.

"Forwards are on the offense, and they have to get the ball up court," Heide said. "It's a leadership position."

Fuller's leadership in the field permeates her personal life too: she's up for the valedictorian

spot of the senior class and has maintained a GPA above 4.0 throughout her high school career. Fuller's apparent disorganization doesn't seem to affect her grades.

"My friends say I'm the most disorganized person they know," Fuller chuckled. "I'm just organized in my mind. It works for me." Apparently Harvard admissions officers agree with her, for Fuller will be attending Harvard next fall.

Fuller's decision to go to Harvard came after a visit last summer to the campus. She will play for the Harvard Crimson field hockey team in the fall. She also hopes to become a biomedical engineer and earn an MBA. She plans on getting a head start with her senior project, which entails working at a CWRU biophysics lab.

Having a sense of humor helps when she's feeling stressed, and Fuller suggests taking care of your time and not taking anything too seriously.

"We get goofy when we're around each other," Senagore chuckled.

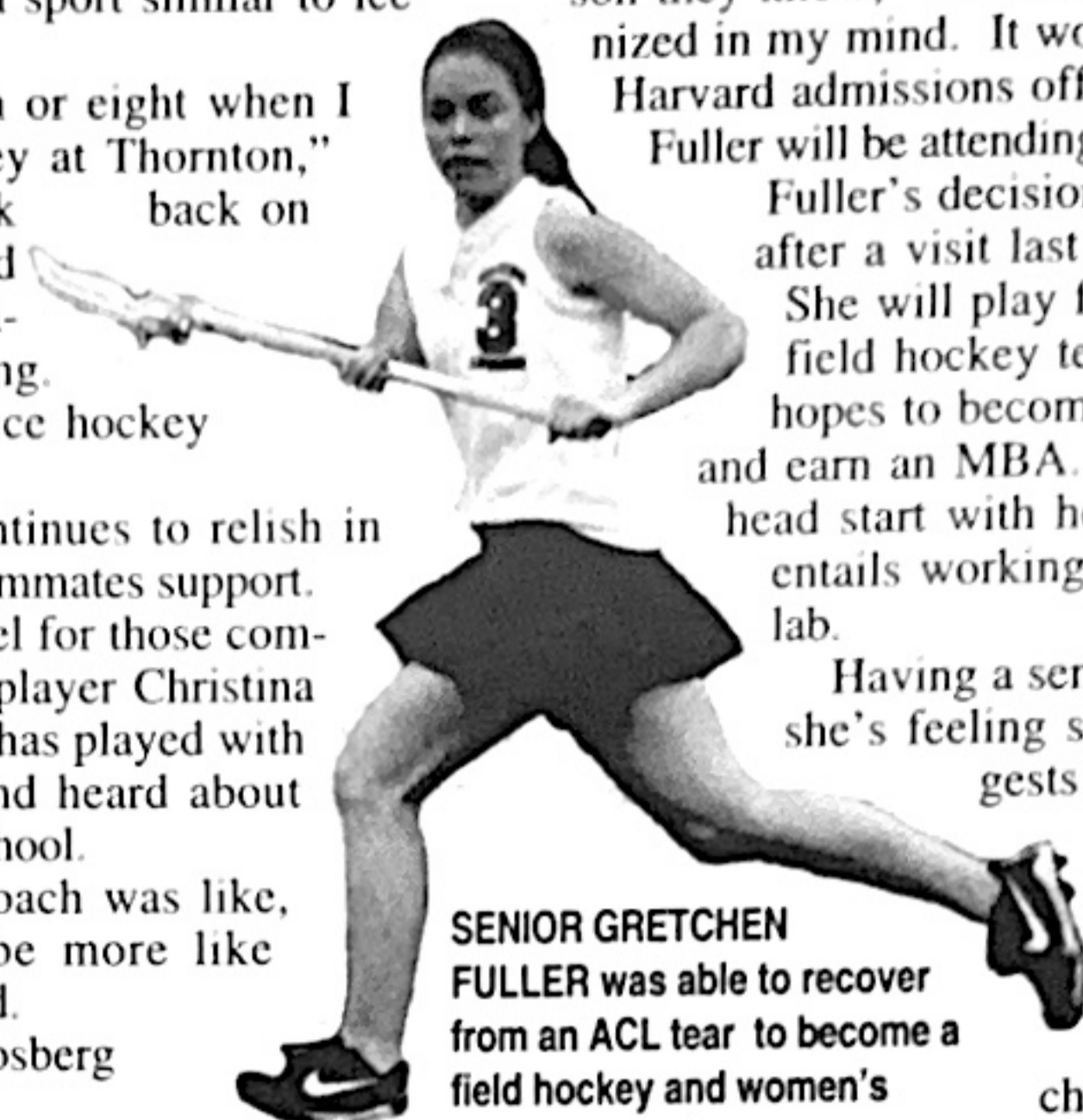
The goofing stops when Fuller, a normally non-con-

frontational person, gets ready to compete.

"I think about a particular thing I worked on and want to incorporate into my game," she said.

Such intensity and drive helped lead the lacrosse team to beat Columbus Academy in 2001 for the State Championship. The team has had an extraordinary run over the past three years, and finished last season with a 14-1 record. A number of factors have gone into the team's success but Senagore feels Fuller has significantly contributed to their current status, as a captain should.

"She brings out the energy in everyone else, and she's the kind of leader that says a few words... words that mean so much," Senagore said.



Sarah Wang • THE SHAKERITE

SENIOR GRETCHEN FULLER was able to recover from an ACL tear to become a field hockey and women's lacrosse standout.

Refs forced to maintain their composure despite criticisms

FROM REFEREES, PAGE 16

According to Doug Fleming, president of the Cleveland Ice Hockey Officials Association, about one referee is assaulted or threatened each year in Northeast Ohio.

"I haven't had that problem, but the official of course feels really horrible and it's not a good situation," Fleming said.

Darcel Arrington, a physical education teacher at Lomond Elementary School and a female field hockey and women's lacrosse referee, said these particular sports have few violent incidents because of respect between fans, players, officials and coaches.

But football, basketball and baseball official Steven Sanders witnessed a fellow umpire being attacked by a parent after a baseball game in Solon three years ago. Other officials had to restrain the parent. Sanders said violence has increased during his 20 years of officiating.

"The parents are more vocal now

and they're more win-oriented, more so than letting the kids learn the game," Sanders said.

Boyd agreed that spectators and coaches often have a negative impact on the game.

"The bad experiences are when you get parents who forget why their kids are playing hockey and the coaches forget that this is not the Stanley Cup, it's youth hockey. The egos of the adults get to be a problem that ruins the experience," Boyd said.

Boyd and Fleming said that hockey coach Michael Bartley is exceptionally respectful. Boyd was told by another referee that "when Mike calls you over, then you know you really messed up."

Bartley, who was a referee more than 20 years ago, said he is empathic toward referees.

"I think more often coaches will complain to referees and they'll get angry and disrespectful and I've



Sarah Wang • THE SHAKERITE

WOMEN'S LACROSSE REFEREES Brian Glowe and Todd Schapiro huddle to discuss a call during the Raiders game on April 25. Darcel Arrington, a teacher at Lomond Elementary School and women's lacrosse referee, said that coaches, fans, parents and officials share a mutual respect in the sport.

never felt that's a professional way to handle it... I've found that when you treat them with respect they get much less defensive that way," Bartley said.

Gary Hamper, a football, softball, basketball, field hockey, and lacrosse official stressed officials' roles regarding injury.

"When somebody gets hurt you always go through your head what you could have done to possibly

avoid that... a good official always critiques their performance after a game to try to improve," he said.

To be a skilled referee, Boyd said, "You have to be very even-tempered... and administer whatever the rules are even-handedly. You have to be able to ignore the sideshow."

"I enjoy the game. I enjoy officiating," Boyd said. "If I stop enjoying it, I'll quit... So far in 15 years I haven't stopped enjoying it."

Strengthening in the field

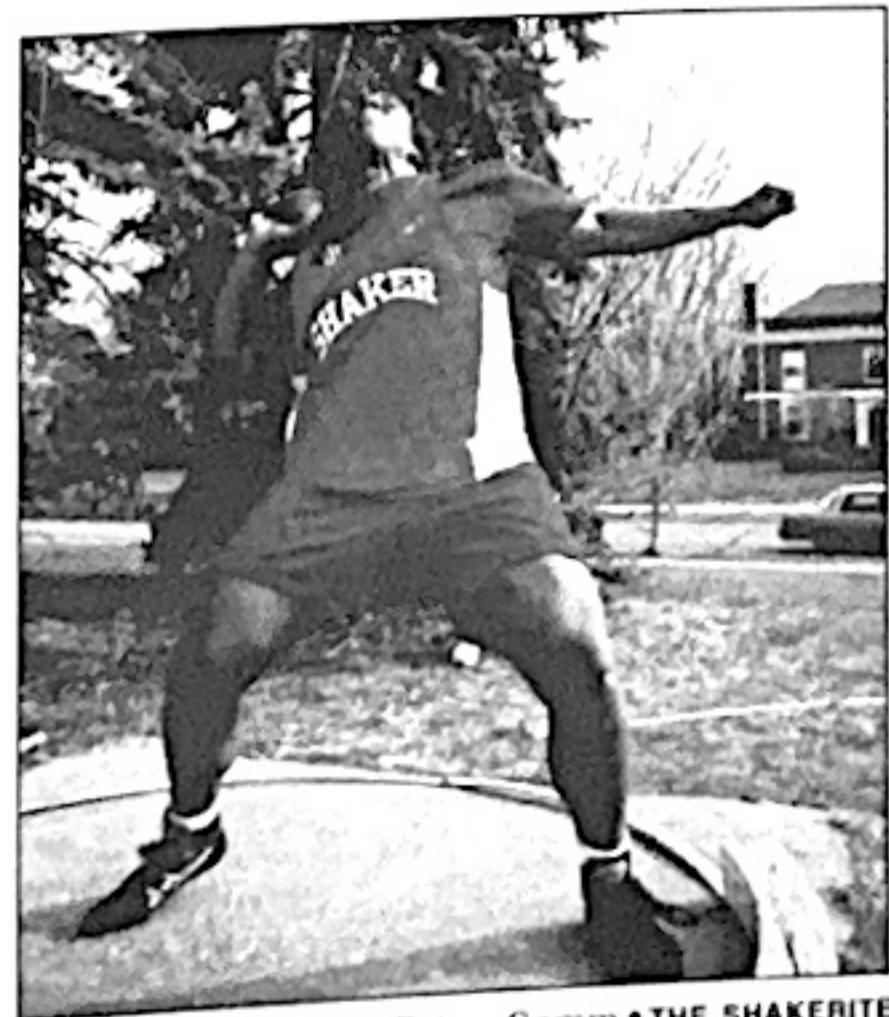
FROM TRACK, PAGE 16

steps are not together when you get to the board, you might foul," she said.

Track and field coach Bob Woodard said the speed needed for long jump is different than the speed needed for sprints.

"They have linear speed, not up, but forward. They need distance to go as far forward as their feet can take them away from the board to make an effective jump," Woodard said.

Jasmine Merriweather contributed to this story.



Brian Gamm • THE SHAKERITE

SENIOR ARTHUR BOYD whips around the shotput/discus circle before trying to hurl the 12 lb. shotput as far as possible.

Thompson gearing toward second nationals

FROM THOMPSON, PAGE 1

which keeps him motivated," said Marco Brown, a former Shaker varsity track player and cousin of Thompson. "Although he is blessed with the gift of speed, he is also very disciplined and knows that sports alone won't get him into a good college."

Thompson has had another injury bout this season, suffering a quadriceps muscle strain, but hopes to recover fully.

"Terrell has been rehabbing for six weeks and has played in the past two track meets," Richards said.

Showing his determination to re-

turn to nationals, Thompson helped his teammates to first place in the 4x400 relay April 26 at the Eastlake North Ranger races in only his second meet since the injury.

"Terrell and I have been running track since we were little. Keeping himself motivated enables Terrell to be the best at whatever he does," Brown said.

Despite his calm personality, being a team captain is not a burden for Thompson but an honor with significant responsibilities.

"The most important job... is pushing people to work harder and run faster," he said.

the Sports Desk

Cheerleaders grab national runner-up

• The varsity and junior varsity cheerleaders placed second and first, respectively, at the Cheerleaders of America National Championship in Orlando, FL. They competed in semifinals on April 18 and in the final round on April 20.

Both squads were pleased with their performances.

"It was not only successful, but I was proud of everyone... Shaker should be proud, [the squads] represented well," head coach Vikki Long said. She added that the squads hope to compete at nationals again next year.

Baseball looking to state tourney

• With sectionals just around the corner, the baseball team has improved to 11-6 (8-1 LEL). The mark was good enough to secure the number two seed for the district tournament. The Raiders are tied with Mentor for first in the LEL.

A consistent team effort has helped, according to head coach Buddy Longo. "The offense has been potent," he added.

At press time, senior pitcher Patrick Cantlin led the team with 5-1 record and junior outfielder Steve O'Connell had hit three home runs.

After a rough trip in Florida, the Raiders are 10-2 and hoping to compete for the state championship.

Crew preps for Midwest competition

• The crew team is continuing its inaugural varsity season and looking forward to two key regattas in May.

Shaker will row in the Three Rivers Championship in Pittsburgh May 3 and will travel to Detroit for the Midwest Championship, the biggest high school regatta in the region, May 10 and 11.

40-50 teams will participate in the Midwest race.

Katherine Ekeberg



SPORTS

SCOREBOARD

Baseball 11-6

Softball 2-10

Men's Lax 2-4

Men's Track 5-1

Women's Track 2-4

Tennis 8-3

Women's Lax 6-2

Overall record 37-30 a .552 win percentage

05.08.03

16

Play every game like it's the last; it just might be

Each year, the playoffs roll around and I become entranced by the way athletes, from the last player on the bench to the biggest superstar, transcend their typical abilities. I find it hard to tear myself away from the TV because I might miss the next amazing play or the latest timeless performance.

The renewed passion that players exhibit can be seen in everything they do: the emotion evident on their faces, the movement of their bodies and even the sweat rolling down their cheeks. The combination creates an aura around every game that makes anything possible—the greatest comeback, the most improbable victory. Yet, I wonder to myself, why can't I watch any regular season game and expect to see the same emotion, determination and intensity?

During the regular season most players are content with going through the motions, playing without passion. Whether in high school, college or the pros, teams fail to get keyed up for anything short of a rivalry or a game upon which their playoff fate rests.

Players don't go to bat or play every shift as if the outcome of the game could depend on it; many just lackadaisically do their job and then return to the bench.

It's naïve of athletes to think they will have thousands of chances to play the games that they love. One wrong twist, turn or fall could end any hope they had of ever playing again.

If you knew that you were going to break a leg during the next shift, wouldn't every step carry that much more weight, every move have that much more purpose?

A psychological factor blocks people from going all out when they know something is meaningless—they don't want to try when there is nothing to strive for. However, athletes often don't realize that there is never a truly worthless game. Even when nothing can be achieved by the outcome, if athletes fail to do everything they can, they are failing to learn, to improve.

It can be difficult for historically losing franchises to become winners because no matter how good a player may be, he can easily be sucked into the whirlpool losing creates. Coaches stress going hard in practice because athletes "play like they practice," but players shrug this off as insignificant information from yet another coach who claims to know everything. They fail to recognize the degree to which their games can improve by simply striving to do their best every moment.

Sports are no different than anything else—where letting down your guard for even an instant can change everything and leave you with the thought of "what if?"

If people just played as if every shift, at bat or play was their last, not only would their games improve—but if they never played again, there would be no regrets.



JEFF GREENWALD
SPORTS EDITOR

HEY REF!

• Sports officials must cope with grief from coaches, players and fans

By MEAGAN STEINER
STAFF REPORTER

During senior Andrew Harrison's second hockey game as a referee, a nine-year-old goalie pulled a puck out of the goal after it had been scored and argued that it didn't count.

Another time, a coach told Harrison that he was incompetent and should have eyes in the back of his head.

"There are typically four coaches and eight eyes on the bench. It's hard to see everything they see when you only have two... they think you should be everywhere and see everything at one time," said Harrison, who officiates youth hockey, softball and baseball. Harrison is one of several high school students who take a different role on the field by refereeing.

High school hockey referee Larry Boyd said, "The biggest misconception from the fan standpoint... is that referees should be able to stop something from happening. We're here to

"The bad experiences are when you get parents who forget why their kids are playing hockey and the coaches forget that this is not the Stanley Cup, it's youth hockey."

Larry Boyd
hockey referee

react and penalize it."

To become an official, one must pass a test on standard rules, signals, skating (for hockey) and game protocol and must also attend seminars. Each year, officials attend meetings and, depending on their level, take written tests. Referees also stay up to date on yearly rule changes that may be unknown to coaches and spectators.

Senior Joe McFarlane, a baseball and softball umpire, said that games for older age groups are harder to referee because they are more intense. He added, however, that adult umpires for high school games are respected while Little League officials are not because they are often younger.

Harrison pointed out an important advantage of refereeing younger games. He said that littler athletes look like they're just out to have fun.

"In high school it's gotten to a level where you're only out there to win," Harrison said, "when they shake hands there's such a resentment... [but] the little kids are all energetic and happy."

Harrison also appreciates games where coaches praise him.

"You can walk off the ice with this great feeling without worrying that this crazy coach will come knocking on your door to beat you in," he said.

SEE REFEREES, PAGE 15



Sarah Wang • THE SHAKERITE
TODD SCHAPIRO, A women's lacrosse referee, examines the stick of freshman Emily George, a requirement before each game.

Official Count on the Pros

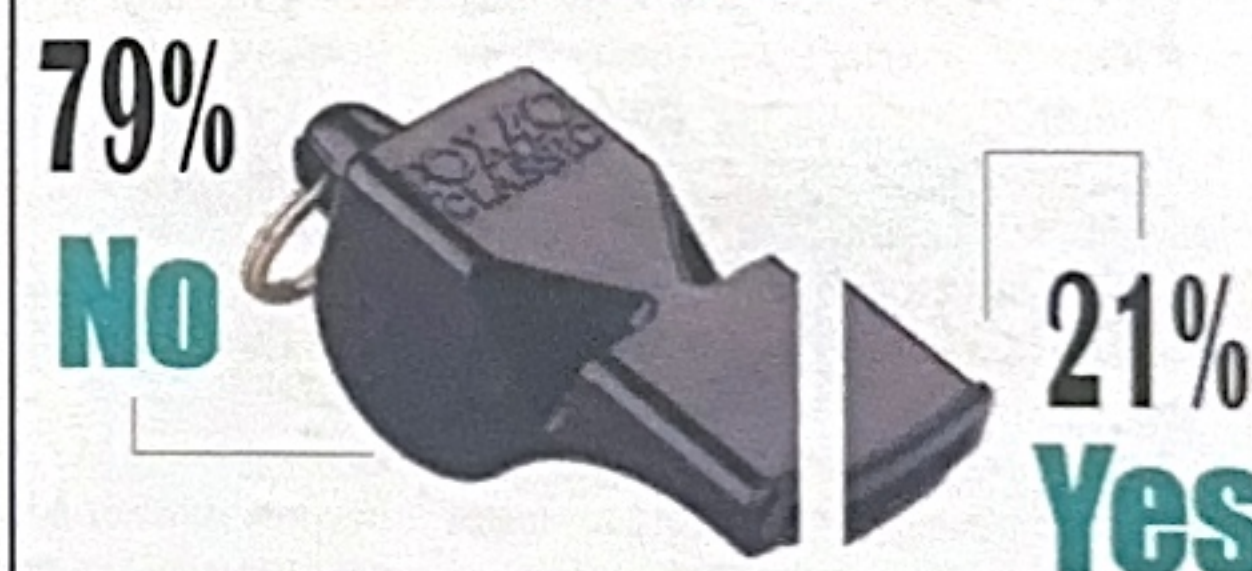
- There are 119 officials in the NFL.
- MLB umpires typically spend seven to 10 years calling games in the minor leagues before they are brought up for a major league game.
- In baseball, there are 68 major league umpires and 225 minor league umpires.
- There are 67 NHL referees and 17 prospects working in the minors.
- All NHL referees must be monitored by a director of health and wellness to make sure they stay physically fit.



Sarah Wang • THE SHAKERITE

WOMEN'S LACROSSE REFEREE Todd Schapiro looks upfield during Shaker's game against Sewickly on April 25. Many referees attribute the increase in violence against their profession to an increased emphasis on winning.

Would you ever want to be a referee?



Scientific poll of 85 students with a margin of error of +/- 11 percent. Journalism II and Shakerite classes telephoned students.

Field events require diverse skills



Brian Gamm • THE SHAKERITE

FRESHMAN DAVID TURNER twists over the bar with room to spare to clear 4' during the high jump on April 16. The men's track team defeated Southview and holds a 5-2 record against the Lake Erie League.

By KATHERINE EKEBERG
SPORTS EDITOR

It's raining and it's your third and final chance in the high jump. As you run toward the bar, you slip and fall, skinning your elbow and bruising your back while knocking off the pole.

This is just one of the many incidents novice high jumper Aisha Farley has endured this year.

Farley, a junior with no past experience, is the top female jumper this season with an average jump of 4'5".

"I wanted to jump to increase my vertical jump for basketball. I can jump easily because of basketball. Since I play center, I have to jump to get rebounds over 6'6" opponents," Farley said.

In addition to the high jump, Farley also participates in shotput and discus. She averages 80 feet in

the discus and 28 feet in the shotput.

Senior Arthur Boyd chose to participate in field events to help him stay in shape in the off-season. "I wanted to have something to do in the spring time and stay active. Shotput and discus help me with football technique and shift weight to maximize power," said Boyd.

Shotput and discus require athletes who have great strength, footwork and a visual sense of where the shotput or disc will land.

The long jump, another field event, recruits athletes who are flexible and fast.

Jessica Tufts said one of the challenges of the long jump is getting your steps together.

"When I practice, one of the last things I do is jump. First I get work on getting my steps together... If

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